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ABSTRACT

This report provides a first-year review (1980-81) of the Liberal Arts/Cooperative Education Program at Pima Community College. Following introductory material, the project's planned objectives and activities are enumerated and described. Next, brief descriptions are provided of the program's accomplishments in the areas of: (1) classes relating to job hunting, career planning, and human relations; (2) public relations activities undertaken at the college and within the community; (3) the use of regular Liberal Arts faculty in job development and student recruitment; (4) studies of the characteristics of students involved in the program; (5) contacts and cooperative arrangements with businesses and industries that provided jobs for Liberal Arts students; (6) the placement of students in these jobs; (7) activities designed to promote Liberal Arts faculty involvement; (8) administrative support; (9) participation by the program director in various cooperative education workshops; and (10) various other activities of the director. The 18 appendices, which constitute the bulk of the report, provide detailed information on each of these ten activity categories and include articles, curriculum materials, reports, listings of typical job openings, public relations materials, and correspondence. (KL)

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LIBERAL ARTS COOPERATIVE EDUCATION PROGRAM:

PERFORMANCE REPORT, 1980-1981

by

Philip E. Johnson
Coordinator of Cooperative Education
Pima Community College

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PIMA COMMUNITY COLLEGE
TUCSON, ARIZONA

Performance Report of a project funded by the
Cooperative Education Program
of the
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I. INTRODUCTION

The following report is a brief explanation of the objectives and activities of the Liberal Arts/Cooperative Education program, as planned, juxtaposed with the actual activities carried out. The material is organized in ten different topic areas, as follows:

1. Classes
2. Public Relations
3. Faculty Job Developers
4. Student Characteristics
5. Community Connections
6. Placement
7. Faculty Relations
8. Administrative Relations
9. Workshops & Seminars Attended
10. Other Director Activities

There is a brief description of each of the areas above, under the section, "Actual Activities Undertaken", for the general reader. Appended sample memos, reports, correspondence, newspaper clippings, and other material are for the reader who wishes to understand the program in more depth. Appended material is organized according to the topic described, that is, all material in Appendix 1. has to do with the descriptions in topic (1.), Classes. All material in Appendix 2. has to do with the Public Relations aspect, etc.

Thus this material is in the nature of a self-evaluation following patterns that will help us to assess the program

and make basic judgements about directions for the following year.

II. PLANNED OBJECTIVES & ACTIVITIES

The following were the objectives as outlined in the plan for the program:

A. A number of jobs developed for students;

B. Students placed in jobs, totalling approximately 75;

C. Increased skill and knowledge by students about all aspects of the world of work;

D. A revised and functional course of study for those related class seminars;

E. A functional advisory committee meeting regularly to deal with the program.

Planned activities included the following phases:

1. Fall 1980

Program development was to begin by hiring regular Liberal Arts faculty as job developers to work in their discipline. They were to find opportunities for students, recruit students into the program, and help with the placement process (see page 5 of program application).

2. Fall Semester 1980 & Spring Semester 1981

The program was to begin by registering students in Coop for the Fall Semester, teaching the related classes, placing the students, and undertaking all other aspects of Coop.

3. Spring Semester 1980

A new group of students were to be recruited; a new group of Liberal Arts faculty job developers were to be involved with the program during the Spring Semester.

III. ACTUAL ACTIVITIES & RESULTS OF ACTIVITIES DURING FIRST YEAR OF OPERATION

The following information, divided into twelve categories, will explain the activities in the program during the year, particularly as they relate to the objectives. In each case information will be given as to the nature of the program and the extent to which those objectives were accomplished.

1. Classes

Dr. Johnson met with the related classes, including several special groups that were established for student convenience on the West Campus and the East Campus. The classes met for two hours once a week and undertook activities in three major areas:

a) Resume writing, job interviews and other related information about job-finding and keeping;

b) Job and career planning;

c) Human relations on-the-job.

In all cases emphasis was towards the needs of the Liberal Arts student and relating the Liberal Arts program to the world of work. The general theme was learning to learn from one's own experiences, rather than learning from didactic presentations. Dr. Johnson described this theme in an article which was published in the Journal of Cooperative Education entitled, "Cooperative Education From A Teacher's Perspective" (Appendix 1.1).

A detailed curriculum was developed earlier and is in the process of revision now. It will eventually be a 160-page booklet with detailed curriculum suggestions and guides for teachers in Cooperative Education programs in general, Cooperative Education/Liberal Arts programs specifically, and especially those working with older students. The booklet is currently undergoing further revision from an earlier draft. In its current form it is attached as Appendix 1.2.

Student evaluation of the classes was notably of a high order, with the following statements as examples:

a) "I never learned so much that was so important, so easily."

b) "This is the most relevant and useful course I've ever taken. This is what school should really be about."

c) "I wish I'd taken this kind of thing earlier in my educational program."

d) "I'm glad that it's possible now for me, as a Humanities major, to get some direct help in preparing for work."

The successes in the classes and the nature of the program in general, along with the student responses, indicate that the major objective of increased skill and knowledge on the part of students concerning the world of work was well attained.

2. Public Relations

It was considered extremely important to help the entire college community, as well as the general Tucson Pima County community to learn as much as possible about the development of this new program. Inside the college, the college newspaper printed an article about Coop (Appendix 2.1) after an interview with the Director. The Bulletin (Appendix 2.2) on several occasions, provided information about the

Coop/Liberal Arts program and its availability. Posters were used around the college to provide information to students. The President made a very positive announcement at a faculty meeting. The Director met with the Liberal Arts group to utilize their connections with other faculty as a sounding board and as a system of communications. Dr. Johnson also spoke to a number of classes on all campuses. A variety of faculty and counselor memos (Appendix 2.3) were sent. A word-of-mouth system was developed from faculty-to-faculty. And at the end of the program, an extensive faculty luncheon workshop (Appendix 2.4) meeting was provided, with faculty and counselors invited to attend. A report of this workshop is appended.

As a result, the program became well known throughout the college. More and more students were referred and jobs made available.

Outside the college, efforts were also made to provide information. An article appeared in "Linkages" (Appendix 2.5). There were several newspaper articles

in Tucson newspapers; connections were established with the University of Arizona (Appendix 2.6), through their placement program; materials were sent to a variety of other colleges and institutions (Appendix 2.7) on their request. A college publication for public consumption called the Aztec, carried an extensive story (Appendix 2.8) about Coop/Liberal Arts. A number of businesses, working directly with the program became familiar with it. Correspondence was developed and undertaken with many businesses, agencies and educational institutions (Appendix 2.9) throughout the country, and Dr. Johnson was able to explain the nature of the program in some depth at a variety of workshops (Appendix 2.10) which he attended, in Boston, Las Vegas, and others.

Additional sample public relation information (Appendix 2.11), newspaper clippings, etc. are attached.

3. Faculty Job Development

The heart of the program was to have been the activity by faculty job developers to find jobs for Liberal Arts students in the community, develop connections with business in industry, recruit students to fill the jobs, and make the connections.

Since the funding arrived from the Office of Education so late that we were unable to start the program in the Fall Semester as planned, we were not able to hire faculty job developers until the between-semester time near the Christmas holidays. At that time five individuals were hired, who developed a variety of jobs in their fields, recruited some students and were responsible for the 37 students being inducted into the program for the Spring Semester. The each undertook activities in their own areas, as described in some of the appended material. They utilized the telephone, and personal visits to businesses and operated essentially according to the appended role description (Appendix 3.1) which Dr. Johnson developed. Meetings were held with the Director and the faculty job developers, to clarify issues, to offer suggestions for job development and to share information. Sample minutes (Appendix 3.2) are attached. Business cards were provided, mileage was paid for, telephone arrangements made, and other logistical aspects taken care of through the central office.

4. Student Characteristics

The nature of the students is partially clear through the earlier information about the sex and ethnic background of the students. Much more important, however,

is the student's age. The average age of the Coop/ Liberal Arts student was 31 - slightly higher than the average age of the Pima College student in general. This age is crucial to the nature of the program. The fact that we are dealing with adults rather than younsters such as typical in highschools and universities, tells a lot about the program and about the directions that we need to take. Recent information has supported this concept and offered even more definitive suggestions for program development in support of the older student.(1)

Student numbers involved in the program - a total of 37 - were unfortunately low. This was primarily because we were unable to initiate the program in the Fall Semester, as we had hoped, and thus only one semester was available. We had hoped to have 25 students in the program in the Fall Semester, 50 in the Spring. As it was there were none in the Fall, and 37 in the Spring. The information about the program, although disseminated thoroughly, took hold only slowly and we were disappointed that we were not able to get more students in the Spring Semester. The program is expanding, however,

(1) Cross, K.Patricia, Adults as Learners, Jossey-Bass, San Francisco, 1981.

and at this writing there are 72 registered for the Spring 1981/82 Semester.

One special population of student, not included in the 37, are those students at the Arizona Correctional Training Facility, where Dr. Johnson taught a class for those who were primarily interested in the Liberal Arts. Perhaps another dozen there were able to take advantage of the program, both in the classroom portion and through support in their prison job, and in finding a regular job when they were released from prison.

Another group of students for whom the program seemed to have special relevance were women, older than the usual student, who wished to return to the work force in a Liberal Arts field, after many years of raising a family, or after a death or divorce.

5. Relations With Businesses & Industry in the Community

Through the work of the faculty job developers and the central office personnel, extensive relationships were undertaken and developed with a number of businesses in the community. Sample reports of the job developers (Appendix 5.1) are included, as well as listings of typical jobs and the kinds of contacts that were made and continued.

One of the best examples is our relationship with the International Business Machines Corporation (Appendix 5.2) in Tucson, which provided a number of very useful and interesting jobs for our Liberal Arts/Coop students (Appendix 5.3).

In addition, an extensive program known as CIVICS, was developed through the City of Tucson, in which students were placed in a variety of positions with support through city staff and where extensive learning took place.

6. Placement

Job placement was undertaken, partially through the faculty job developers and partially through the central office. As information about openings became available, students who had expressed interest were informed, as well as faculty members in the disciplines involved, and the connections made.

Relationships were developed with the newly formed Office of Placement at Pima Community College so that when students were interested in a particular role, they were referred by the Coop Office to the Placement Service, as well as the Placement Service referring specific jobs to those of us in Coop, for reference to

students. An excellent relationship developed and is continuing as the Placement Office expands. It is a hope that eventually the logistical arrangements for placement within the Coop/Liberal Arts program can be taken care of entirely through the Office of Placement at the college.

A number of meetings were held with the Placement people to clarify procedures and establish appropriate relationships.

7. Faculty Relationships

A variety of meetings were undertaken with faculty through the Liberal Arts group with which Dr. Johnson worked and of which he is a member. That group in fact, became the policy advisory group for the Liberal Arts Coop program and ideas and plans were communicated to them.

A number of memos were sent to the Liberal Arts faculty. Samples are included in Appendix 2.3. Also, the faculty had an opportunity to work in the program, as faculty job developers, thus strengthening their understanding of the role of the Coop program and helping them be comfortable in providing support. The faculty

were thus able to use their personal knowledge of jobs in their field in developing jobs, and became strongly supportive of the program.

The concept of the faculty job developer part-time role was an outstanding part of the program.

The final luncheon in May (Appendix 2.4) was also an important aspect of relationships with the faculty. Over forty faculty who had not had direct involvement with the program before, as well as a number of student counselors, could attend, hear the discussions and the enthusiasm about the program, hear administrators speak highly of it, its activities and potential, and thus "join the band-wagon".

8. Administrative Relationships

College administration supported the program powerfully - not only with dollars in the institutional aspect of the program, but also emotionally and through their support with other faculty. Dr. Manilla spoke highly of the program in some depth at a college-wide faculty meeting and urged all to be involved. Dr. Fuller, Vice President for Instruction, was a guest speaker at the luncheon and juxtaposed the excellence

of the program with the basic needs of the college to become as deeply involved as possible in the Tucson/ Pima County business and industrial community.

9. Workshops Attended by the Director

In order to both learn more about Cooperative Education/ Liberal Arts and to disseminate information on a national basis, Dr. Johnson attended several national workshops and other programs. One was the WACWEE Meeting in Las Vegas, Nevada; one was the Liberal Arts/ Coop workshop sponsored by Northeastern University in Boston; and a third, also established by Northeastern, about program evaluation. Reports of those workshops (Appendix 2.10), both their positive and negative features, are attached, including details of the activities that Dr. Johnson undertook at those workshops and the work he was able to accomplish.

10. Other Director Activities

Dr. Johnson in addition to the activities described above, supervised the program secretary and student aide as well as the faculty job developers. He taught the classroom aspect of the program, was basically responsible for the placement coordination efforts, made some visits to students on the job, and other regular program activities.

As previously mentioned, he wrote and had published in the "Journal of Cooperative Education" the attached article (Appendix 1.1) about the role of the teacher in the Coop program, which drew response from a number of people around the country. Also as a result of that article and other nation-wide public relations information, Dr. Johnson responded to a number of requests for information about the program from a variety of Cooperative Education directors.

He also wrote, and is in the process of revising the attached handbook for use in the related classes. The revisions will emphasize specific Liberal Arts student needs (Appendix 1.2).

Individual counselling and other one-to-one work with students is a very important and time consuming aspect of the Coop teacher's role, more so than in the usual college classes. Students averaged over three individual conferences each, with Dr. Johnson in the Spring Semester.

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APPENDIX 1.1

Article published in The Journal of Cooperative Education, entitled "Cooperative Education From A Teacher's Perspective"

COOPERATIVE EDUCATION FROM A TEACHER'S PERSPECTIVE

PHILIP E. JOHNSON
Pima Community College
Tucson, Arizona

As a Cooperative Education teacher/coordinator at the Community College level, I have recently taken stock to try to determine why I find the teaching so exciting and meaningful to me. In all of my educational experiences, I have never had quite the "turn on" or the personal satisfaction from teaching that I have in Co-op, and it seems worthwhile to determine the reasons.

After considerable analysis, I have concluded that the techniques that I am able to use, and which form the background of the entire educational process, match rather completely my educational philosophy. I can develop a curriculum and modify it according to the concerns of the learner. I can be responsive to students' needs rather than demand the completion of certain requirements. I can help people get into the cycle of learning from their own experiences. In short, I can be a teacher; one who helps others learn, rather than simply an "expert."

Expertise is rather easy to come by. We all have the experience of a teacher who is an expert chemist, manager, or welder but has very limited teaching skills. But a teacher — one who can help others learn — is rare. Today's dynamic world situation demands more and better teaching.

The philosophy of which I speak, the general framework within which my Cooperative Education experiences fit, might well be called the idea of process education/experiential learning/facilitative teaching.

Here's what I mean by those ideas and why they're so important to me.

Process Education

The traditional mission of post secondary schooling, has been the transmission of the accumulated wisdom of the past, passing the cultural heritage from one generation to the next. Completely content-oriented, the assumption has been that the essential truths are already determined and need only be learned by our youth. In view of the knowledge explo-

sion in recent generations, however, this mission is no longer valid, if it ever was. The defined purposes of education need dramatic reform, and one of the most obvious aspects of this reform can be seen in the concept of process education inherent in cooperative education.

Difficult to describe, process education can be summarized by saying that it helps the student to become a learn*er* rather than merely learn*ed*. Co-op helps the students frame appropriate questions and develop mechanisms and tools for seeking answers, rather than simply supplying the answers. Process education emphasizes the trip rather than the destination, deals more with the "how" and "why" rather than the "what," the skills as much as the knowledge.

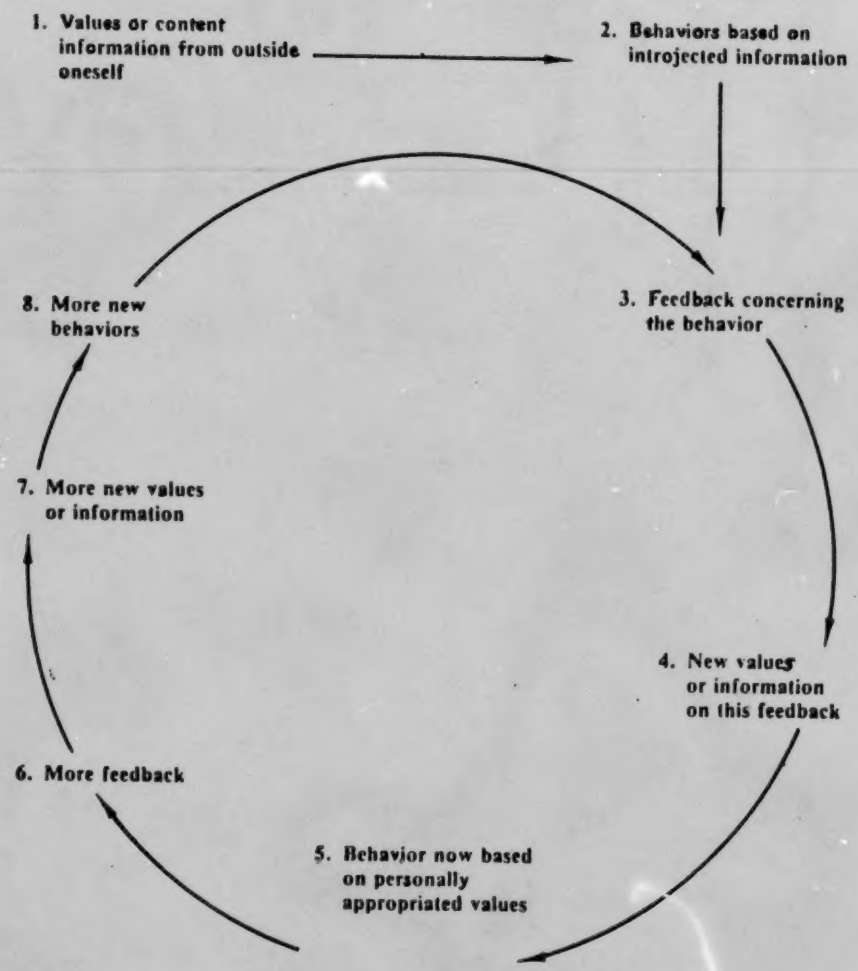
Experiential Learning

Within the general concept of Process Education, the most appropriate learning mode appears to be what has been called experiential learning.

By experiential learning I do not mean the simple and unconsidered accumulation of experience, nor do I mean providing college credit for redecorating the kitchen or changing a flat tire. Rather, experiential learning means the internalized learning associated with life experiences, on-the-job experiences and classroom experiences. Implied is the idea that we must be in a cycle of learning from our experience. Perhaps my most important function as a co-op teacher/coordinator is to help the students get into that cycle of adjusting behaviors according to what is being learned through their experiences.

A diagram of that cycle might appear as follows:

Figure 1
Behavior, Learning, Adjustment Cycle


1. Values or content information from outside oneself
2. Behaviors based on introjected information
3. Feedback concerning the behavior
4. New values or information on this feedback
5. Behavior now based on personally appropriated values
6. More feedback
7. More new values or information
8. More new behaviors

As an elementary school principal some years ago, I had a problem with a veteran teacher. When I suggested a new technique, program, or materials, she would quickly point out to me, "Young man, I have 40 years experience teaching the first grade." I said to myself (not out loud, since she was a very intimidating lady) that she did *not* have 40 years experience, but rather one year of experience 40 times. She never paid attention to the results of her experiences, never modified her behavior as based on feedback, and accepted without question what she had learned in Normal School. Her approach to teaching and to life is a sad indictment of her own education and typical of the usual kind of content transmission from experts who are not teachers.

The intoxicating aspect of being a co-op teacher/coordinator is that we can genuinely help students engage in process education and promote experiential approaches. We can help students improve their abilities, be in touch with their own experiences, to analyze and assess those experiences, to learn from them, and in fact to generate their own theories. We are able to help students to be learn*ers* rather than merely learn*ed*. We do much more than simply transmit content information from ourselves or the book to the student.

Facilitative Teaching

Since co-op is grounded in the concepts of process education and experiential learning, it becomes possible to teach in what might be called a facilitative fashion. Facilitative teaching is that kind of teaching which promotes experiential learning; it emphasizes the teacher as one who structures the educational process and helps to orchestrate the learning resources around the student, rather than the teacher who is merely an expert in content. No longer is the transmission of content the only mission of education.

The co-op teacher can help students extract meaning from their own day-to-day work experiences, provide relevant experiences in the classroom, and help students to turn those experiences into internalized learning. This is the essence of facilitative teaching.

Utilizing this cycle of Process Education/Experiential Learning/Facilitative Teaching is particularly appropriate at the Community College level, since our students are often older than the usual university student and have a broad base of life experience on which to draw.

In a very practical sense, the virtue of this educational approach allows me, as a co-op teacher, to use a variety of teaching techniques which I believe are useful for students.

I usually start a series of classes, for example, with a Needs/Resources exercise in which I extract as much information as I can about the students' needs, anticipated learning, and expectations and design the classes accordingly.

Process education also implies that the objectives of the educational program are based very strongly on the perceived needs of the students rather than a *priori* determinations by the college or the teacher. Instead of a "canned" curriculum, I am able to generate educational content to match the needs of my students as closely as possible. The issue of supervision at work, for example, can be dealt with through a series of simulations and activities which help students focus on their own supervisory skills, developing those skills to a higher level, rather than simply accumulating lists of supervisory skills.

Procedures can be used to help students diagnose current work situations, set appropriate goals, and develop personal comprehensive action plans for accomplishing those goals.

Classes can be devoted to helping students gain skill in the process of decision making and problem solving, drawing the content and issues from the student's own working life.

So, from the perspective of the teacher, the Cooperative Education program is satisfying and exciting. It allows me to operate from a sensible and, to me, important educational philosophy and gives me the great feeling that I am being of real use to students, helping them to get into their own cycle of learning from experiences.

APPENDIX 1.2

Handbook (160 pages) of Curriculum Guides for Teachers in Cooperative Education

COOPERATIVE EDUCATION

A TEACHER'S MANUAL

Suggestions For Facilitative Teaching Techniques

for Cooperative Education Teachers

With Special Relevance for Liberal Arts

Students and Older Students

PIMA COMMUNITY COLLEGE

TUCSON, ARIZONA

Prepared by
Philip E. Johnson, Ph.D.
Cooperative Education Teacher

1981

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COOPERATIVE EDUCATION
A TEACHER'S MANUAL

I. INTRODUCTION

What is Cooperative Education?

Cooperative Education is an educational program available to students in High Schools, Community Colleges, and Universities which brings together the academic world and the world of work.' Based on theories of process education and experiential learning, Co-op offers unique opportunities for both faculty and students.

The very essence of the word cooperation implies, in this case, cooperation among the student, the academic institution and the employer.

The Cooperative Education program is usually composed of many coordinated segments; job development and employer relations, placement, coordination visits on the job, individual counselling and student support, recordkeeping, and the related classes. In some Co-op situations, notably in secondary schools, the related classes concern the student content courses; the office education student has related classes in typing, office procedures and office machines.

The welding student takes related classes in arc and acetylene welding. The related classes in Cooperative Education at the community college and university level, however, are normally not in the student's content field, since the student takes these as separate courses, but rather are concerned with processes involved in working - job and career planning, learning from the job experiences, finding and keeping a job, and human relations on-the-job.

This manual is intended to provide material for cooperative education teachers for use in these process-oriented related classes; not the student's content studies such as welding or office procedures, and not the other aspects of the cooperative education teacher's role, such as job development, placement or record-keeping. A companion volume, however, by Sparks and Stanley is devoted largely to the student oriented aspects of Cooperative Education and contains a wealth of information, including student materials and suggested forms and procedures for record-keeping.

Process Evaluation, Experiential Learning, and Facilitative Teaching

Since the major approach of Cooperative Education is in the realm of processes more than content, or skills more than knowledges an explanation of process evaluation, the related idea of experiential learning and the implied facilitative teaching methods is in order.

-- The traditional mission of education from the beginning of time has been the transmission of the cultural heritage of the past; passing accumulated knowledge and wisdom from one generation to the next. Completely content oriented, the theme has been the importance of the transmission of that which was already known. In view of the knowledge explosion in recent generations, this mission, is no longer completely valid. It needs dramatic reform, and one of the most obvious potential of reform can be seen in the application of Cooperative Education.

The obverse of content transmission might be called process education. Difficult to describe, it can be summarized by saying that it involves helping the student to become a learner rather than merely learned. This is the essence of Co-op. Co-op helps the student to frame the appropriate questions, and to develop the mechanisms and tools of seeking answers, rather than simply supplying the answers to him/her. Process Education deals with the trip rather than exclusively the destination, deals with the "how" and less with the "what".

The concept of process education can be divided into several elements, including:

Thinking

Feeling

Relating

Valuing

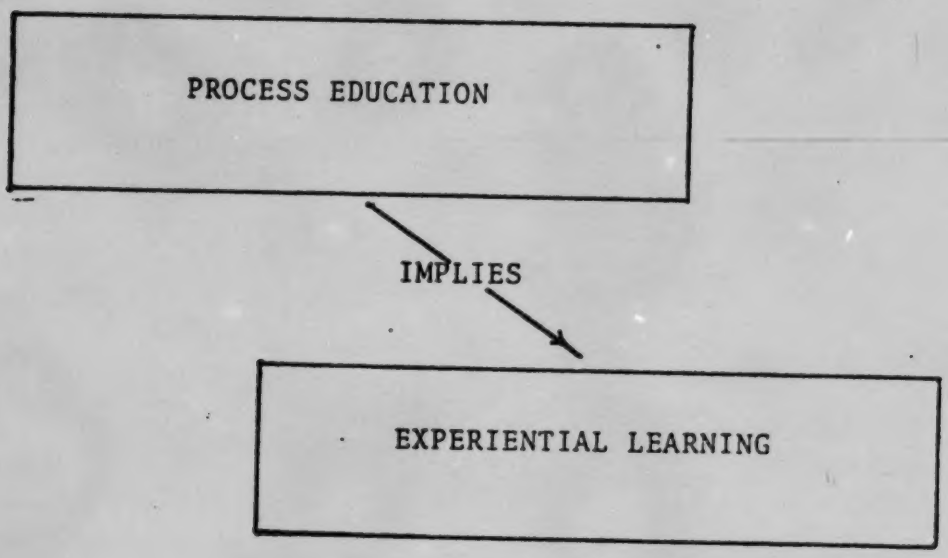
The process issues, as distinct from content, are appropriately in the realm of cooperative education. The development of cooperative education in process form might continue a definition of these process concepts in terms of educational issues, as follows:

EDUCATIONAL PROCESSES — ISSUES IN COOPERATIVE EDUCATION

	Curriculum	Teaching Methods	Teacher Training	Administration And Program Management
Thinking				
Feeling				
Relations				
Valuing				

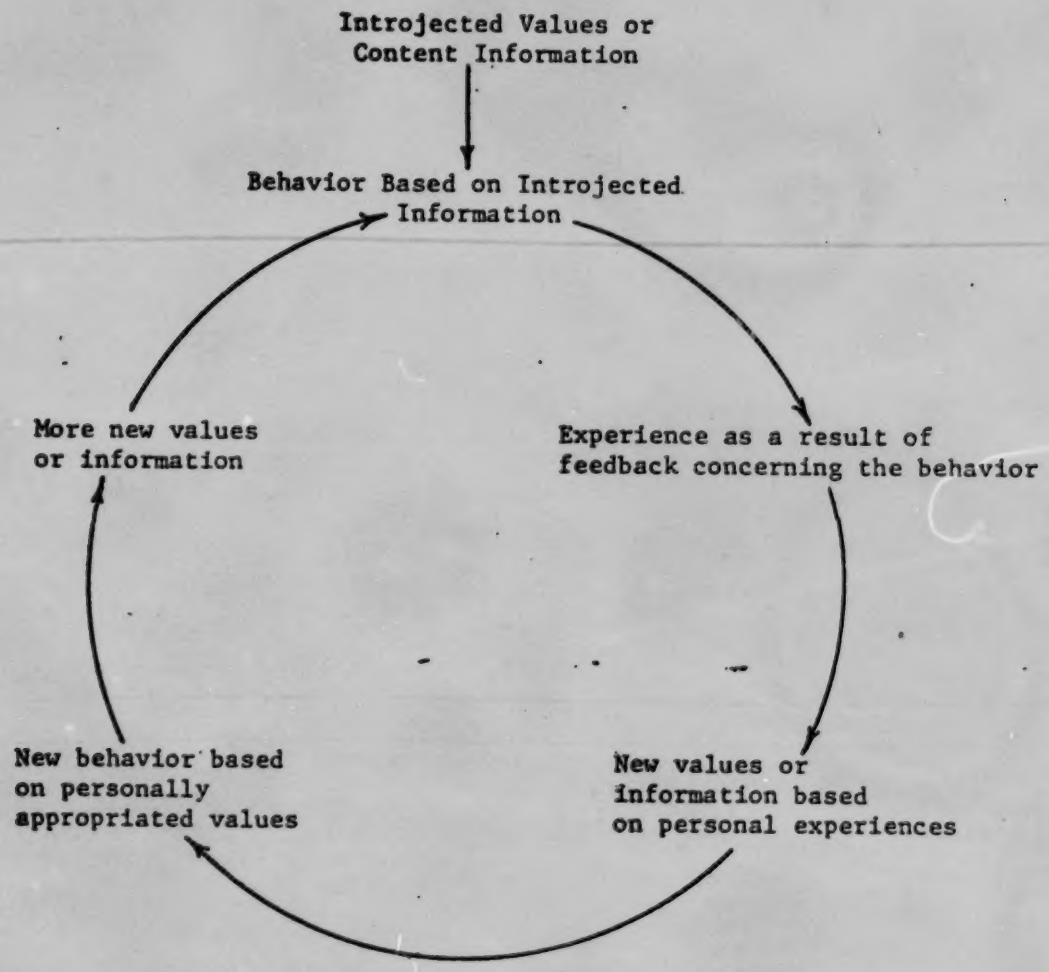
Thus Cooperative Education issues in secondary and post secondary schools can be juxtaposed with educational processes, to help us ask the most useful questions and therefore determine the most appropriate procedures and techniques.

The most appropriate implication of process education in co-op programs appears to be the deliberate use of experiential learning.



By experiential learning, we do not mean the simple and unconsidered accumulation of experiences, nor do we mean providing credit for redecorating the kitchen or changing a flat tire. Rather, experiential learning means the internalized learning associated with life experiences; personal experiences, on-the-job experiences, and classroom experiences. Implied is the idea that we must be in a cycle of learning from our experiences. Perhaps the most important function of the Co-op teacher in the related classes is to help each student get into that cycle of adjusting his behaviors according to what he is learning from his experiences.

A diagram of that cycle might appear as follows:

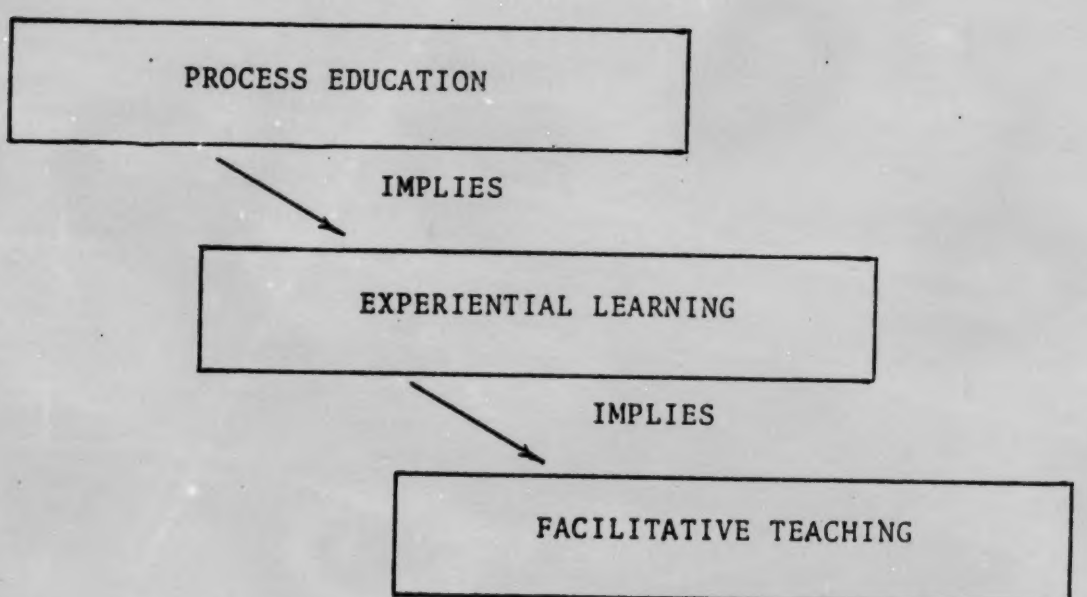


As an elementary principal some years ago, I had a problem with a veteran teacher. When I suggested a new or experimental technique, she would quickly point out to me, "young man, I have 40 years experience teaching the first grade". I said to myself (not out loud since she was a very intimidating lady) that she did not have 40 years experience but rather one year of experience 40 times over. She never paid attention to the results of her experiences, never modified her behavior

as based on feedback, and accepted without question that which she had learned at normal school. Her approach to teaching and to life is a sad indictment of her own education, and yet typical of many people.

If we are to genuinely engage in process education and promote process oriented approaches such as Cooperative Education, we must increasingly help students to be in touch with their own experiences, to analyze and assess those experiences, to learn from them, and in fact to generate their own theories. We need to help students to be learners rather than merely learned. We need to do much more than simply transmit content information to the younger generation.

Since Cooperative Education is founded in theories of process education and experiential learning, it becomes important to the teacher to develop skills which might properly be called facilitative teaching.



Facilitative teaching is that kind of teaching which promotes experiential learning. It emphasizes the teacher as one who structures the educational process rather than the teacher as an expert. We need to develop facilitative teaching techniques, moving away from the concept of being expert only; the Teacher as Chemist, the Teacher as Draftsman, the Teacher as Linguist, who at best passes that wisdom to the students.

No longer is the transmission of content acceptable as the only mission of education, particularly in Cooperative Education. If we are to deal with the processee and help students understand the meaning of their own experience, then we need to know how to facilitate them. We need to know how to help students extract meaning from their own day-to-day experiences, how to provide experiences in the classroom that are relevant, and how to help students process all of those experiences into learning.

There are many implications, therefore, for the process education/experiential learning/facilitative teaching cycle. One of the major virtues of Cooperative Education is that it involves the use of process education experiential learning and facilitative teaching in the development of educational procedures and programs for our students. This cycle is particularly appropriate in Cooperative Education, because our clientele is often older than the usual high school or university student, in maturity if not years, with a more broad base of life experience on which to draw. Malcolm

Knowles, one of America's foremost adult educators, describes the importance of basing our techniques on the concept of andragogy - helping adults to learn - rather than pedagogy - teaching children. The concept of andragogy matches well the process education - experiential learning - facilitative teaching spectrum.

How to Use This Manual

This manual is designed for use by high school and college Cooperative Education teachers, full-time or part-time, who see themselves as needing to develop facilitative teaching techniques, appropriate to experiential learning all within the framework of process education.

The materials which follow include a series of modules or brief plans for curricular approaches which can be used in Cooperative Education related classes. The materials have nothing to do with the expertise of the students in air conditioning, architecture, distributive education, or other content fields, but rather with the process issues which have been identified as useful to Cooperative Education students.

The issues are grouped into several themes and within each theme a number of modules are presented. Each module might be a lesson unto itself, a series of lessons, of perhaps only a portion of a lesson.

The materials can be used by the Cooperative Education teacher in a variety of ways. The suggestions might be followed per se as curriculum materials, they might be used to further define and expand issues of interest to the students, or they might be considered as beginning materials for further development with the teacher's own approaches.

They are adaptable in terms of format, length and other issues, to suit the needs of the students and should be modified according to the specific objectives of the students.

The most creative teacher is one who adopts and develops the curriculum, out of a large and varied repertoire, to meet the needs and accomplish the objectives of each group of students individually. Since the felt needs of each group differs, it is necessary to assess those needs and adapt the materials for each group. It is not possible to completely define the modules a priori.

Therefore, after the series of modules considering the process issues of Planning, Decision Making, The World of Work, Human Relations on the Job, and Supervision, a section is included concerning Lesson Planning and Curriculm Development for the Co-op Teacher. Please remember also that a wealth of student-oriented materials is available in the companion volume to this booklet, by Sparks & Stanley.

II. THEMES AND SUGGESTED UNITS

A. INTRODUCTORY MATERIAL

The following three units are suggested as introductory for a new group of co-op students. They are intended to help students understand the nature of Cooperative Education, realize that the model of process education - experiential learning and facilitative teaching will be used and what it means, understand the requirements of the course, introduce the idea of relating to each other, and also help them to plan and organize their own time. This is especially important for co-op students, since many will be working for the first time, and balancing the demands of work, school and home can be extremely difficult.

Perhaps the most important of the introductory units is the Needs/Resources exercise. This unit will establish the norm of developing the curricula out of the needs of the students, and also establish the idea that the students constitute a major resource to each other.

INTRODUCTION AND ACQUAINTANCE

Rationale

Much of the activity of any learning procedure is undertaken in concert with other students as well as with the teacher. A rationale for the role of the students is thus implied in which students help other students learn. If this is the case, then it is important that students are introduced to one another, including understanding each other's objectives. This unit helps build acquaintance, build a sense of team and is very useful and an early class to help students feel "all in the same boat" and beginning to function with each other.

Further, it is important that students know the general requirements of the course, grading policies, expectations that the instructor has of them, as well as what they can reasonably expect of the instructor, and other logistical issues.

Another important part of an introductory co-op class should be an understanding by all students of the general educational philosophy of the teacher. That philosophy might be the Process-Experiential-Facilitative one described, or some other, but at any rate should be clear at the outset.

Objectives

The objectives of the unit are as follows:

1) Each student will be familiar and comfortable with other students.
2) Each student will know the philosophy of the instructor and the general expectations and requirements of the course.
3) The students will have a sense of team operation and understanding that they will be working together in a class, as well as understanding the norm of student involvement.

Teaching - Learning Activities

The instructor will lead the students in an Adjective game. Sitting in a circle, each student will describe himself with an adjective preceding his first name, the adjective to be descriptive of his own situation such as Excitable Ed, Beautiful Barbara, Devilish David, etc., and begin with the same letter of his name. The person to the teacher's left starts. The following person to the left continues, stating the first person's adjective and name, and then his own. The following person starts again with the beginner, the next person to the left, and then his own. Proceeding in this fashion, individuals go around the circle, each time adding their own name to the list. At the conclusion, the teacher leads a brief discussion about the exercise, noting that it is often more difficult to remember the name one

heard most recently, perhaps because of anxiety as one's own turn approaches, or perhaps because of less repetition.

The discussion can then lead into more generic ideas about how we learn, and thus about experiential learning and how we can get into our experiential cycle.

The instructor next tells something of the co-op program, the nature of the curriculum, grading policy, course requirements, and other issues. Emphasis should also be made that the curriculum will be built on the needs of the students.

NEEDS/RESOURCES EXERCISE

Rationale

One of the most important aspects of process oriented education and the associated experiential learning and facilitative teaching is the use of curriculum based upon the needs of the students, and consistent with the resources which these talented adults bring to the class.

One of the most appropriate and useful exercises to accomplish this goal is entitled A Needs/Resource Exercise. It is based on the idea that the students have individual objectives, and although many of them are held in common with each other, it is important to recognize them as being different, one from the other, and to build a curriculum on the specific defined needs of the students rather than the teacher's guesses about their needs. A completely pre-planned curriculum is therefore inapprorpiate.

Further, talented adults bring a wealth of resources to the classroom. If only these resources can be shared and built upon, the teacher need provide very little additional expertise but merely structure the procedures by which students can share information with each other.

The N/R Exercise is also an introductory and warm-up activity which should be used early in each semester.

Objectives

1) Each student will have the sense that the curriculm is being designed as much as possible to suit his own individual needs.
2) Each student will have a clearer understanding of the learning needs as defined not only by himself but by the other members of his class.
3) Each student will have an understanding of the resources that each of the other students brings to the class, and how those resources can be developed and utilized.

Teaching Learning Activities

After a brief introduction and rationale, as stated above, the instructor will pass out to each student two sheets of 3 by 4 foot blank newsprint, and a felt pen. He will ask the student to start one sheet with the heading, Things I Need and list on this sheet the learning objectives that the student has in mind; the things he'd like to know more about, be able to do better; skills, attitudes, values, or information. What is it really that I would like to know from this class? What would help me in my personal life and my work? The student is to go off by himself in the room somewhere and write down as many ideas as he can about his own learning needs.

On the second sheet, each student is to use the heading Things I Offer and list his skills, knowledge, information,

background experiences; whatever might be of use to other students which he is willing to share. After allowing enough time for each student to develop an exhaustive list, they are asked to put the sheets of newspaper on their front and back, over their shoulders, with masking tape, sandwich-man style.

When everyone has their sheets on, they wander around the room reading each other's information, both needs and resources, and discussing them in some detail.

Students are encouraged to ask questions of each other to get more information and more detail, to think of things that they forgot, and to develop a sense of "team".

When everyone has read the information from other's sheets, they are to take them off and put the sheets on the wall around the room, with their name on them, for further reference.

The teacher will then lead a general discussion about the nature of the group, the needs that were identified and the resources that were discovered. Out of this, the group can be helped to define general guidelines for the curriculum for the semester.

Typical issues often include inter-personal issues in the world of work, as well as ideas like communication and

relationships. The teacher should make it clear that the curriculum is flexible and open and will be based upon these defined needs and will utilize these resources as much as possible.

TIME MANAGEMENT

Rationale

The way we use our time is a crucial process issue and one of the major determinants in success on the job. Whether a student is a manager or a worker, appropriate use of time can contribute in a major way to fulfillment and accomplishment on the job.

Workshops on Time Management and materials on suggested improvements in Time Management are generally available and can be used as a supplement to this outline of a unit. The general theme of this unit is to help students use their time on the job and in their personal lives to better advantage.

Objectives

1) Students will have a better understanding of how their time is used on the job; what activities are requiring what amount of time.
2) Students will have improved skill in planning for the use of their time.
3) Students will have a specific plan for improved use of time on the job.

Teaching-Learning Activities

After a brief introduction about the importance of time management and the use of the general ideas from hand-outs, the instructor will give an assignment for each student to keep a Journal or Log of how his time is spent during the

week. The Journal can utilize a calendar-type sheet in which students are asked to write down at intervals during the day perhaps every half hour, what activities they are undertaking.

The specific format of the record-keeping sheet can be determined in class. The journal is not a planning document, but rather record-keeping system to form the basis for further planning.

During the next class students are asked to analyze the results of their journal by sharing it with each other and getting an understanding of the use of their own time. Each student is therefore asked to be a time management consultant to another student.

The instructor will then give a presentation based on the attached material entitled, Time Management Principles. The principles will then be discussed in detail and shared among the students, relating them to their own experiences.

The students will be asked then to construct a plan for their next week's work based on a calendar system and using the principles of Time Management which are presented by the instructor.

During the subsequent class, students will share the information about their planned week, keep a journal of the planned week, look at the differences between the unplanned and the planned week, and make further plans for improved use of Time Management Techniques.

TIME MANAGEMENT PRINCIPLES

1. Time Analysis. A daily log of activities for at least one week, taken in 30-minute increments, is essential as a basis for effective time analysis. It should be repeated at least semiannually to avoid reverting to poor time management practices.
2. Anticipation. Anticipatory action is generally more effective than remedial action. Since a stitch in time saves nine, expect the unexpected and plan for it.
3. Planning. Every hour spent in effective planning saves three to four in execution, and gets better results. Both long-range and daily planning, preferably formulated before or after business hours, are essential to effective utilization of personal time.
4. Flexibility. Flexibility in scheduling personal time may be necessary to adjust to forces beyond one's control.
5. Objective and Priority Setting. More effective results are achieved through purposeful pursuit of planned objectives than by chance. If time is not allocated to tasks in ordered sequence of priority, managers will tend to spend time in amounts inversely related to the importance of their tasks.
6. Deadlines. Imposing deadlines and exercising self-discipline in adhering to them aids managers in overcoming indecision, vaciliation, and procrastination.
7. Alternatives. In any given situation, failure to generate viable alternative solutions limits the likelihood of selecting the most effective course of action.

8. Consolidation. Similar tasks should be grouped within divisions of the work day to minimize interruptions and to economize in the utilization of resources and expenditure of effort.

9. Concentration of Effort. A critical few actions (around 20 percent) generally produce the great bulk of results (around 80 percent). Effective managers concentrate their efforts on the critical few events.

10. Effectiveness. Efficiency may be defined as doing any job right, effectiveness as doing the right job right. Effort, however efficient, will be ineffective if performed on the wrong tasks, at the wrong time, or with unintended negative consequences.

11. Delegation. Authority for decision making should be delegated to the lowest level consistent with good judgment and available facts. Managers tend to promote upward delegation unwittingly by encougaging dependence of subordinates upon them for answers. This results in their doing the work of these subordinates.

12. Minimizing Routine and Avoiding Detail. Routine tasks of low value to overall objectives should be minimized, consolidated, delegated, or eliminated to the extent possible. Managers should selectively ignore all but essential information; this has been phrased "the need not to know".

13. Limited Reponse. Response to problems and demands upon time should be limited to the real needs of the situation. Some problems left alone go away. (This is also called the Principle of Calculated Neglect.)

14. Exception Management. Only significant deviations of actual performance from planned performance should be reported to the responsible executive.

15. Visibility. Keeping visible those things you intend doing increases the certainty of achieving your objectives. You can't do what you can't remember.

16. Brevity. Economy of words conserves time while promoting clarity and understanding.

17. Tyranny of the Urgent. Managers live in constant tension between the urgent and the important. Those who constantly respond to the endless pressures of the moment may neglect the long-term consequences of more important tasks left undone.

18. Crisis Management. Managers often tend to treat every problem as if it were a crisis. This overresponse syndrome causes anxiety, impaired judgment, hasty decisions and wasted time and effort.

19. Interruption Control. Arrangement of and controls over activities should be designed to minimize the number, impact, and duration of interruptions.

20. Feedback. Periodic feedback on relative performance against goals is essential to insure progress according to plan. Progress reports should identify problems in time to take corrective action.

B. PLANNING

A major process issue which can be of use to students in the Cooperative Education program is the general theme of Planning. By this we mean looking into the future and making specific plans including goal setting and action definition. The following units establish a rationale for planning, and undertake the general theme of life planning as well as the specifics of job and career planning. In addition an exercise is included which helps students to look at issues of planning on the job as a management function.

Personal, job, and career planning is one of the major neglected areas of our academic and personal life. A clear example of a process orientation, planning is poorly done by all of us. We do not, therefore, have guiding principles which might be of help to us in making more appropriate decisions. Time and again, we find that students day-to-day life decisions are undertaken on a intuitive ad hoc basis, rather than as part of a reasonable plan. Planning need not preclude spontaneity,

but it is important to remember that it is difficult to get where we want to get, if we don't have defined goals and some sort of a plan to follow.

Further, planning can really be accomplished. There are steps and procedures by which a teacher can help students to plan; to define goals and help assure that one's day-to-day activities are consistent with one's hoped-for outcomes.

Planning is important in a variety of settings; not only in one's work, but also in one's personal life. Related to the concept of decision making, planning is also an important management function in agencies, businesses, and corporations.

The following modules, all within the general rubric of planning, can be utilized to the extent necessary as the teacher assesses the student's needs in Cooperative Education.

The first suggested unit is based on the work of the psychiatrist, Dr. William Glasser, and establishes a rationale. The rationale for planning is the idea that "I can be in control of my own destiny, I can make decisions which in fact influence my life. I am not merely at the whim of chance." Based on Glasser's idea of internal-external control, this unit helps students to experientially understand the usefulness of planning, and to develop the sense that they can determine their own future.

The second module is a generalized life planning exercise in which students are asked to review the past, assess the present, and determine the future direction of their life.

A unit then follows on Job and Career Planning in which the students review their current situation in regard to both their specific job and their long range career. They then make plans, defined as carefully as possible, but always with the understanding that they might be changed or disrupted. The general theme is that planning can help one determine final outcomes. The product of the unit on Job and Career Planning is a draft written of a personal plan for use by each student, as well as skills in planning for future use.

The final unit in the series on planning which follows, emphasizes the function on planning on the job. The Hollow Square exercise established a role play in which a planning group determines a plan, and communicates the plan to a worker group.

INTERNAL-EXTERNAL

Rationale

In this exercise, the students, within the framework of Glasser's ideas about locus of control, are helped experientially to assess the essential source of their personal control. Do they see themselves as generally controlled by forces outside of themselves, like God, luck, the position of the stars at their birth, their wife or parents, teachers or others; or do they see themselves as actually controlled by themselves?

People in this latter category, who have more of a sense of determination of their own lives, believe that what happens to them tomorrow is a function of what they do today. This is therefore essentially an exercise in responsibility, utilizing an instrument which gives each student a score on the spectrum of Internal to External. Discussion of the meaning of the scores leads to the question "How can I help myself become more in charge of my own destiny."

Objectives

1) Each student will have a greater awareness of the idea of Locus of Control and what it means in his own life.
2) Each student will have a sense of where he falls on the spectrum of Internal-External in comparison with other students.

3) Each student will have some beginning ideas for developing procedures to become more in control of his own future.

Teaching-Learning Activities

After a brief introduction on the background of the Glasser idea, the instructor will distribute the attached questionnaire, asking each student to take the quiz. It should be done rapidly, without pondering, with the general idea that the first answer is usually the best.

It also needs to be reinterpreted into one's own situation since the insturment was originally designed for use with high school students. In some cases the wording is not exactly appropriate.

After the students finish taking the instrument, the instructor helps them to score it according to the instructions given on the answer sheet. An individual score might be anywhere from 0 to 40. A score near the 0 end indicates a powerful sense of control of one's own destiny. "What I do today determines what happens to me tomorrow, totally and completely." A score near the top end indicates a sense of being controlled by outside forces. "No matter what I do, my life seems to be controlled by other people." The general rationale is established that the more one is able to believe that he is in charge of his own destiny, the more in fact such becomes the case. Therefore planning,

goal setting, and intending to accomplish what you wish becomes more reasonable. The model group of scores for college students who have taken this instrument is between 9 and 13. Thus, it can be explained that if a student's score is less than 9 he is seeing himself as more totally in control of his own destiny than most college students. If he scores more than 13, he sees himself as in less control of his own destiny than do most college students.

After the results are thoroughly discussed in terms of each students' own individual life, each student is asked to sit by himself and write some ideas, plans, or activities, for accomplishing a move in the direction of a greater sense of being in control. "How can I make my score lower?" After a few minutes of writing, the students are asked to compare their ideas for their plans in groups of three, and discuss how they can help themselves to sense more control of their life.

A final total group discussion, led by the instructor, is designed to elicit ideas from each student about these activities, and to share them with each other.

OPINION SURVEY

INSTRUCTIONS:

Below are a number of questions about various topics. They have been collected from different groups of people and represent a variety of opinions. There are no right or wrong answers to this questionnaire, we are only interested in your opinions on these questions. Please circle "yes" or "no" for each question below.

1. Do you believe that most problems will solve themselves if you just don't fool with them? YES NO
2. Do you believe that you can stop yourself from catching a cold? YES NO
3. Are some people just born lucky? YES NO
4. Most of the time do you feel that getting good grades meant a great deal to you? YES NO
5. Are you often blamed for things that just aren't your fault? YES NO
6. Do you believe that if somebody studies hard enough he or she can pass any subject? YES NO
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway? YES NO
8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do? YES NO
9. Do you feel that most of the time parents listen to what their children have to say? YES NO
10. Do you believe that wishing can make good things happen? YES NO
11. When you get punished does it usually seem it's for no good reason at all? YES NO
12. Most of the time do you find it hard to change a friend's (mind) opinion? YES NO
13. Do you think that cheering more than luck helps a team to win? YES NO
14. Did you feel that it was nearly impossible to change your parent's mind about anything? YES NO
15. Do you believe that parents should allow children to make most of their own decisions? YES NO

16. Do you feel that when you do something wrong there's very little you can do to make it right? YES NO

17. Do you believe that most people are just born good at sports? YES NO

18. Are most of the other people your age stronger than you are? YES NO

19. Do you feel that one of the best ways to handle most problems is just not to think about them? YES NO

20. Do you feel that you have a lot of choice in deciding who your friends are? YES NO

21. If you find a four leaf clover, do you believe that it might bring you good luck? YES NO

22. Did you often feel that whether or not you did your homework had much to do with what kind of grades you got? YES NO

23. Do you feel that when a person your age is angry at you, there's little you can do to stop him or her? YES NO

24. Have you ever had a good luck charm? YES NO

25. Do you believe that whether or not people like you depends on how you act? YES NO

26. Did your parents usually help you if you asked them to? YES NO

27. Have you felt that when people were angry with you it was usually for no reason at all? YES NO

28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today? YES NO

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them? YES NO

30. Do you think that people can get their own way if they just keep trying? YES NO

31. Most of the time do you find it useless to try to get your own way at home? YES NO

32. Do you feel that when good things happen they happen because of hard work? YES NO

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters? YES NO

34. Do you feel that it's easy to get friends to do what you want them to do? YES NO

35. Do you usually feel that you have little to say about what you get to eat at home? YES NO

36. Do you feel that when someone doesn't like you there's little you can do about it? YES NO

37. Did you usually feel that it was almost useless to try in school because most other children were just plain smarter than you are? YES NO

38. Are you the kind of person who believes that planning ahead makes things turn out better? YES NO

39. Most of the time, do you feel that you have little to say about what your family decides to do? YES NO

40. Do you think it's better to be smart than to be lucky? YES NO

Scoring Instructions: After students circle the answer of their choice read to them the word underlined for each question, asking them to underline that word also, regardless of which word they circled. When finished count the words which are both underlined and circled. This is the student's score. Scores near zero mean a powerful sense of being in charge of one's own destiny; more internal. Scores near the high end indicate more of a sense of being controlled by outside forces; more external. The modal scores for college students who have taken this instrument is 9-13.

PLANNING FOR LIVING

Rationale

One of the most important and most neglected activities that all of us can undertake both in our personal and working life is deliberate planning. If we believe that our future can be determined by what we do, that our own activities determine the quality of our life, then it behooves us to plan those activities carefully.

This exercise helps students to assess their previous experiences, get an understanding of their current situation with regard to both personal and job situations, and in a general sense, make plans for the future.

Based on the Planning For Living Exercise developed by Dr. Herbert Shepard, it can be undertaken in one class period or a good many. The attached exercise includes several elements which can be used at the option of the instructor, according to the insturctor's understanding of the needs of the Cooperative Education students.

Objectives

1) Each student who takes part will develop a sense that there is a rationale procedure for planning which can be followed and used effectively regardless of the issue.

2) Students will have a more concrete understanding of the meaning of the elements of their past life, their present situation, and what the future might be for them.

Teaching-Learning Activities

After a brief introduction about the rationale and the importance of planning, the instructor will present the following planning model:

1) Current Situation
2) Goals or Objectives
3) Planned Activities

This three stage model, useful in personal as well as other aspects of planning, will form the basis of our planning units. It is centered on the idea that the starting point of planning is a careful assessment of the current situation. The clinical word might be diagnosis. Who am I, What am I, What do I know, What don't I know; What are are my skills, attitude, and values? What past experience have contributed to where I am now?

The second step is goal setting, or determining an ideal future. Given the best of all possible worlds, where do I want to be in the future? Six months, a year, six years down the road, what do I want to happen to me, what personal or career oriented position do I wish to be at? Do I wish to be a department head, a manager, do I wish to be finished with a degree; what do I really want in my personal situation?

The third stage is action planning. Given where I am, and given my goals, what am I going to have to do to accomplish my objectives?

The starting point of the exercise, after the presentation of this model, is the Life Line on the second stage page of the exercise. Students are asked to draw a surrealistic line representing their lives from their birth, to the present, to their death. The present is marked with an X. Each of the significant parts of their lives, both past and future, are marked on the line with a note of some sort which can be used in explaining oneself to another person.

After the student has had adequate time to draw his Life Line, he is asked to share it with another student, carefully explaining his past, the present, and as much as he can of his future. The other listens carefully and then explains his own Life Line. After the teams have compared the two life lines, a general discussion is led by the teacher concerning where we are, action planning, and what steps are necessary in order to accomplish our goals.

The next activity is on the second page of the unit. It involves asking each student to write ten answers to the questions, Who am I? What roles do I play? What hats do I wear? What parts do I have in my life? Am I a worker? parent? child? husband or wife? friend? What are the most important roles in my life which affect my day-to-day activities?

After each person determines the ten which are most appropriate he is then asked to put them in priority order. Start with the most important, or the one which, if it were not part of one's life, would cause the most difficulty.

Students again share with each other the results of their deliberation, and ask each other the question, "Are the activities which I'm undertaking in my life, as represented by my roles, consistent with the most important things in my value system? Am I undertaking the things that are helping me to accomplish what I want to accomplish?"

The third and possible final part of the Life Planning set might be done in class or might be done as an informal kind of homework. Each student is asked to write a brief obituary, "John Doe died today at the age of 87. He is best known and remembered for...." Thus, by writing his own obituary, (poisting himself into the future,) the student is asked to look at the future as if it were the past and thus help to determine the kinds of activities that he would undertake in order to have the future that he wants.

A final total group discussion will help the students conceptualize their lives, as defined in this exercise, and their day-to-day activities, and to determine some specific action steps in planning for their job and career. More specifics in the job and career planning process will be described in the following modules.

Introduction

America is not a traditionalist or fatalist society, yet most of us as individuals often act as though we think the future is something that happens to us, rather than as something we create every day. The emphasis of psychology on how childhood experience determines later adult behavior, coupled with the fact that most of us accumulate obligations as we go through life, leads many people to explain their current activities in terms of where they have been rather than in terms of where they are going. Because it is over, the past is unmanageable. Because it has not happened, the future is manageable. We can do something about it.

Some Significant observations about life planning are:

1. Those of us in the helping professions sometimes get so busy helping other people - helping them to change, helping them to understand what's happening to them, helping them to become more effective and skillful - that we forget about ourselves. When this occurs, the future "just happens" to us. We have little influence on it.

2. One should attempt to take into account all the major aspects of the future. Planning only for one's job or career frequently may lead to serious consequences or loss of one's family.

3. Greater risk seems to be involved in sharing the future with others. In many senses the past and the present are over. There may be little we can do about them. One can do something with the future.

4. Explanations of behavior in terms of the past can deal only with the probable past. This may not be the way it actually was as it is always subjective. It is the way we see it or remember it. This has been called the "Why of the Past." The "Why of the Future" or questions about the future can help us become an important influence on our own future.

5. Thinking and working on our own future connot be done alone. One Needs help in planning. This can come from other members of a group who can listen to us, reflect back what they hear, and help us gain perspective.

The following exercises are designed to help you think about where you are, where you want to go, and what resources you have for getting there.

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[1] Adapted form Herbert Shepard's work with TRW Systems, Inc., Redondo Beach, California.

1. Life line. Using the lower half of this sheet of paper, draw a line to represent your life line, and put a check mark on it to show where you are on it right now. The line can be straight, slanted, curved, convoluted, jagged, etc.; it can be "psychological" or "chronological." It's a subjective thing -- it represents something about how you think about your life. After you've drawn it, share what it means to you with others in your group.

Life line

2. Who am I? This exercise is to explore the check mark on your life line. Write ten different answers to the question "Who am I?" in the space provided below. You may choose to answer in terms of the roles and responsibilities you have in life, in terms of groups you belong to and beliefs you hold, in terms of certain qualities or traits you have as a person, in terms of behavior patterns, needs or feelings that are characteristic of you, etc. Try to list those things which are really important to your sense of yourself. Things that, if you lost them, would make a radical difference to your identity and the meaning of life for you.

Silent, individual reflection is necessary while doing the above. Before sharing with others in the group, follow the instructions given on the next page (page4).

Life Line

3. Identity Review. Consider each item in your list of "Who-am-I's" separately. Try to imagine, try to feel, how it would be if that item were no longer true to you. (For example, if "Husband" of "wife" is one of the items, what would the loss of your spouse mean to you? How would you feel? What would you do? What would your life be like?) After reviewing each item in this way, rank-order the items in the list by putting a number in the box to the right of each item. Put "1" beside the item which is most essential to your sense of yourself, whose loss would require the greatest struggle to adjust to. Put "10" beside the item which is least essential to your sense of yourself. Try to rank-order all items in this way, without any items tying for first place, second place, third place, etc. If some items in your list are aspects of you that you dislike and would like to rid of, they don't necessarily fall in the lower end of the rank-order. The question for rank-ordering is how big would the adjustment struggle be if you lost that item. Some aspects of yourself that you dislike might be very hard to give up.

4. Sharing. Share the experience you've had privately with the Who-am-I and Identity Review exercises with the rest of your group. No one should be forced to share their list, and no one can be forced to share all the thoughts and feelings that occurred, but be as open as you can. If you're willing to share your list, take the initiative and share it with the others, invite their comments and questions, invite comparison with theirs.

5. The way you would like to be known and remembered. Through the above exercises, you've explored the check mark on your life line. This list is the things that you wish it would be possible and realistic to have said about you some time in the future. Don't write the things that could be said realistically tomorrow, unless that represents all you want to be in the future. Give yourself time, hope and even allow yourself some fantasy and wishful thinking, in composing a statement about your life. As in the Who-am-I excerise, this excerise requires reflection, silence, being alone with yourself. Don't share with others until you've written all you can.

   Use the rest of this sheet and the back of it to write your statement.

Life Line

6. Fantasy Day. Having explored the check mark and the future end of the life line, now sample the space in between. To do this, construct a fantasy day sometime in the future. The day can be a "special day" that you would really love to experience. Or it can be the kind of "typical day" that you really wish would characterize your life. Or you can create a week instead of a day, etc. The important thing is to create an experience you really want some time in the future.

   You may find it helpful to make notes about your fantasy day. If so, use the space below for that purpose. Or you may find it works better to just close your eyes and let your imagination roam.

   When you're finished, share your fantasy with the rest of the group.

7. Life inventory. In this exercise you generate as many answers as you can to a list of seven questions about your values and the resources you have for realizing those values. The seven questions are listed on the following pages.

   A good procedure for constructing your life inventory is as follows. First, take a few minutes alone to write down as many answers to the seven questions as come to mind quickly and without thinking too deeply. In fact, the more spontaneous you can let yourself be, the better. Second, compare the answers generated by you and the other members of the group. This may suggest additional answers, to be added to your own list. Third use the other group members as consultants to take a more searching look at your life inventory, to help you discover still more answers.

Life line

A. When do I feel fully alive? What things, events, activities, etc. make me feel that life is really worth living, that it's great to be me and to be alive?

B. What do I do well? What have I to contribute to the life of others; of what skills do I have mastery; what do I do well for my own growth and well-being?

C. Given my current situation and given my aspirations, what do I need to learn to do?

D. What wishes should I be turning into plans? Any dreams I've discarded as "unrealistic" that I should start dreaming again?

E. What under-developed or misused resources do I have? (Resources might be material things or talents or friends, etc)

Life line

F. What should I start doing now?

G. What should I stop doing now?

JOB AND CAREER PLANNING

Rationale

Another important process way in which Cooperative Education instructors can be of help to their students is to structure the procedure by which job and career planning can be undertaken. We often do not plan as thoroughly or completely as we might. Thus, our lives sometimes drift when they might have better direction. This is particularly true in job and career applications, but also true in our personal lives.

This unit can be used either in a single class or in a number of classes depending upon the depth which the instructor feels is useful to the issue. A general outline will be given here using only one class session for both job and career planning.

This unit can also be repeated each semester in Cooperative Education, asking students in each case to accomplish more depth and more detail as they go further into their planning efforts.

Objectives

1) Each student will have produced a written series of objectives or specified desired outcomes in terms of both his current job and his long range career, and a definition of appropriate action steps.

2) Each student will understand a procedure by which job and career planning can be undertaken in the future.

Teaching-Learning Activities

After a brief introduction and a review of the three stage module presented earlier, the instructor will ask each student to start with a definition of his present knowledge, skills, attitudes, values, etc., with respect to their job. This might include specific tasks that are accomplished on the job, skill required, the background of attitudes and values which the student brings to the job, and other qualities which can be defined. The total picture of the students' current job and career situation should be elicited.

Students are asked to write notes, in outline form, and then share the information with each other in groups of three. Each student will then explain himself, "Here's what I am with respect to my job and career right now."

After this is accomplished and followed with some general discussion, each student is asked to look into the future and determine, to the extent possible, some job and career oriented objectives. (Although job and career planning are put together here for the sake of the explanation it might well be that they should be separated into two or more different class sessions). Objectives can be determined by

brainstroming; by looking into the future; a few days, six months, a year or two, or longer. The length of time which one projects into the future might be different for each student. It should be emphasized that objectives are not activities or what one will do, but rather positions or places at which one would like to arrive.

-- Objectives can be defined as desired outcomes. They are future oriented, feasible, personal, and individual.

After the objectives are determined and shared with other students, the student is asked to write a series of action steps appropriate to moving where he is now (step 1) to where he wants to be (step 2). They might include college courses, completing a degree, finding a part-time job, learning a specific skill, or many others. These action steps can be involved into a comprehensive action plan.

Thus a plan for job and career growth has been developed. Copies should be kept by both the teacher and the student, for future reference and modification. Its review periodically through the semester forms an interesting, useful exercise, with the general question, What have I accomplished? What have I not accomplished? What has interfered? What has helped? What are my next steps?

HOLLOW SQUARE EXERCISE

Rationale

The distinction between the role of the worker and the manager is a difficult one for many people to understand, especially those who are beginning their careers. This exercise helps students to understand and appreciate one aspect of those distinctions, the role of planning and the communication of plans to another group for implementation.

Objectives

1) Student will understand the processes and dynamics involved in planning the accomplishment of a task that will be carried out by others.
2) Students will become aware of the crucial functions of communication when giving or receiving instructions for carrying out a task.

Teaching-Learning Activities

The teacher selects four people for the planning team and sends them out of the room to be isolated.

The teacher selects four people for the operating team and sends them to another room. This room should be comfortable, since this team will have a waiting period.

The teacher designates those members left (up to fifteen) as the observing team. He gives each individual a copy of the Observing Team Briefing Sheet and allows them time to read it.

Each member of the observing team chooses one member of each of the other teams to observe.

The teacher explains to the observing team that they will gather around the table where the planning and operating team will be working, and that their job will be to observe, take notes, and be ready to discuss the results of the experiment after the operating team has finished.

The teacher then brings in the planning team, gathers them around the table, and distributes puzzle pieces envelopes, Planning Team Briefing Sheets, and Hollow Square Patterns and Keys to each individual on the team.

Following this distribution of materials, the teacher explains to the planning team that all the necessary instructions are on the Briefing Sheet but that he will be there to answer questions. The teacher answers all questions, if raised, with the phrase, "All you need to know is on the Briefing Sheet."

The teacher then cautions the observing team to remain silent and not to offer clues.

The experiment proceeds of its own accord, including summoning of the operating team without further instructions from the teacher. If a competition situation has been established, the facilitator has the responsibility of timing the experimental groups from the moment step seven has been completed until the

experimental groups have completed the assembly of the hollow squares.

Following the completion of the experiment, the teacher organizes a discussion around the points illustrated by the experiment. He calls on the observers for comments, raises questions himself, and gradually includes the planning and operation teams as they gain insight into their functioning.

An example of a discussion point lies in an evaluation of the Planning Team Briefing Sheet. The rules established are by exclusion, i.e., all other actions by the planning team are acceptable, such as drawing a detailed design on the Hollow Square Pattern, drawing a template on the table, or on another sheet of paper, numbering the pieces of the puzzle, etc. Has the planning team restircted its efficiency by setting up artificial constraints not prescribed by the formal rules? Have they called in the operating team early in the planning phase, an option which they are free to choose?

If there has been a competition between or among experimental groups, the elements involved which led to the winning team's efficiency may be discussed.

The instructor may wish to summarize with all the important points raised during the discussion period.

HOLLOW SQUARE OPERATING TEAM BRIEFING SHEET

1. You will have the responsibility for carrying out a task for four people according to instructions given by your planning team.

   Your planning team may call you in for instructions at any time. If they do not summon you, you are to report to them anyway.

   Your task is scheduled to begin exactly twenty-five minutes from now. After that, no further instructions will be permitted.

2. You are to finish the assigned task as rapidly as possible.
3. During the period when you are waiting for a call from your planning team, it is suggested that you discuss and make notes on the following questions:

   a) What feelings and concerns do you experience while waiting for instructions for the unknown task?

   b) How can the four of you organize as a team?

4. The notes recorded on the above will be helpful during the discussion following the completion of the task.

HOLLOW SQUARE PLANNING TEAM BRIEFING SHEET

Each of you will be given a packet containing four cardboard pieces which, when properly assembled with the other pieces held by members of your team, will make a hollow square design.

Your Task

During a period of twenty-five minutes you are to do the following:

1) Plan how the sixteen pieces distributed among you should be assembled to make the design.
2) Instruct your OPERATING TEAM on how to implement your plan (you may begin instructing your OPERATING TEAM at any time during the planning period - but no later than five minutes before they are to begin the assembling process).

General Rules

1) You must keep all pieces you have in front of you at all times.
2) You may not touch or trade pieces with other members of your team during the planning or instructing phase.
3) You may not show the KEY at any time.
4) You may not assemble the entire square at any time (this is to be left to your operating team).
5) You are not to mark on any of the pieces.
6) Members of your operating team must also observe the above rules.
7) When time is called for your team to begin assembling the pieces you may give no further instructions, but you are to observe the operation.

HOLLOW SQUARE OBSERVING TEAM BRIEFING SHEET

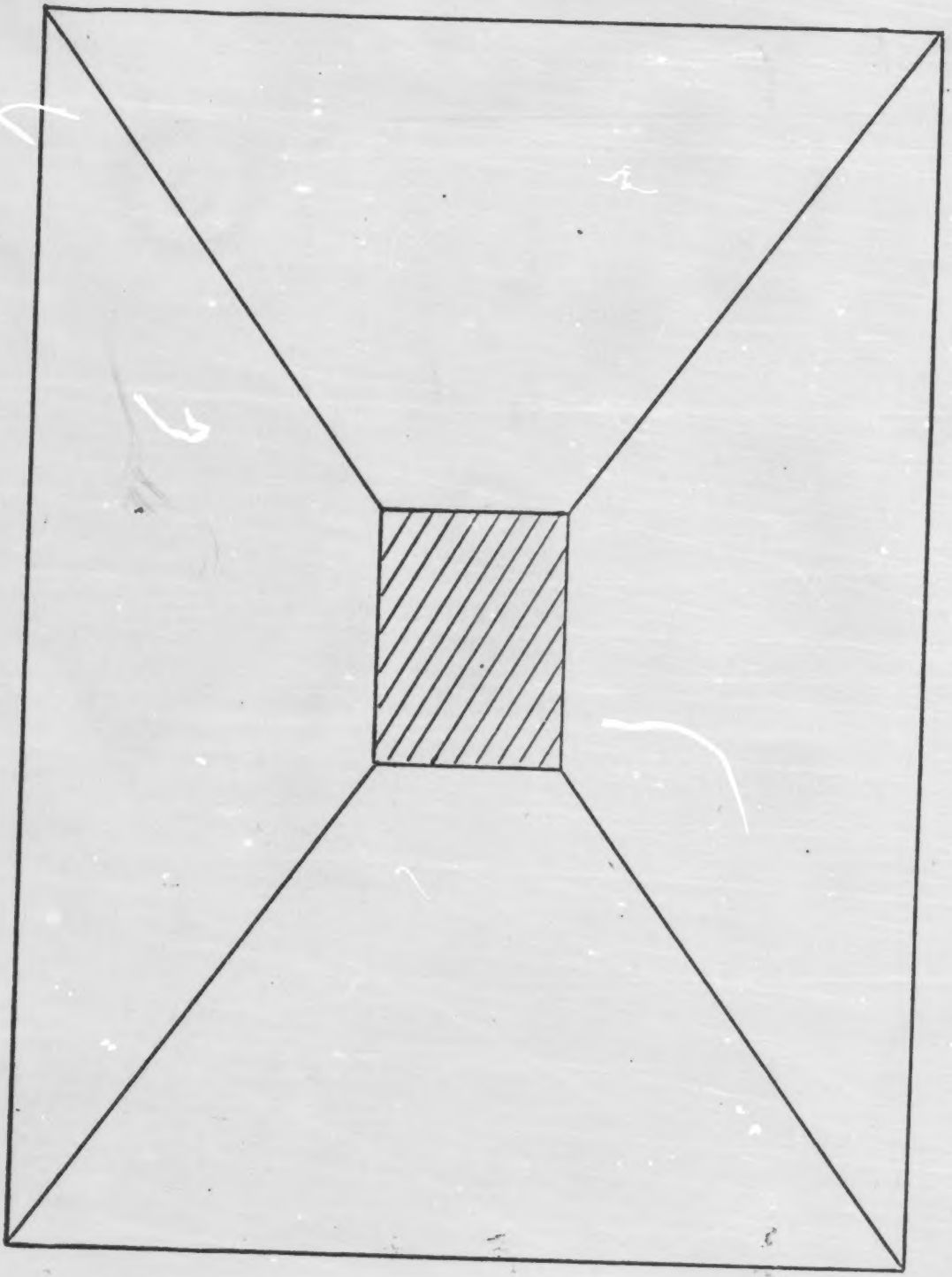
You will be observing a situation in which a planning team decides how to solve a problem and gives instructions to an operating team for implementation. The problem consists of assembling sixteen pieces of cardboard into the form of a hollow square. The planning team is supplied with the general layout of the pieces. This team is not to assemble the parts but is to instruct the operating team on how to assemble the parts in a minimum amount of time. You will be silent observers throughout the process.

SUGGESTIONS:

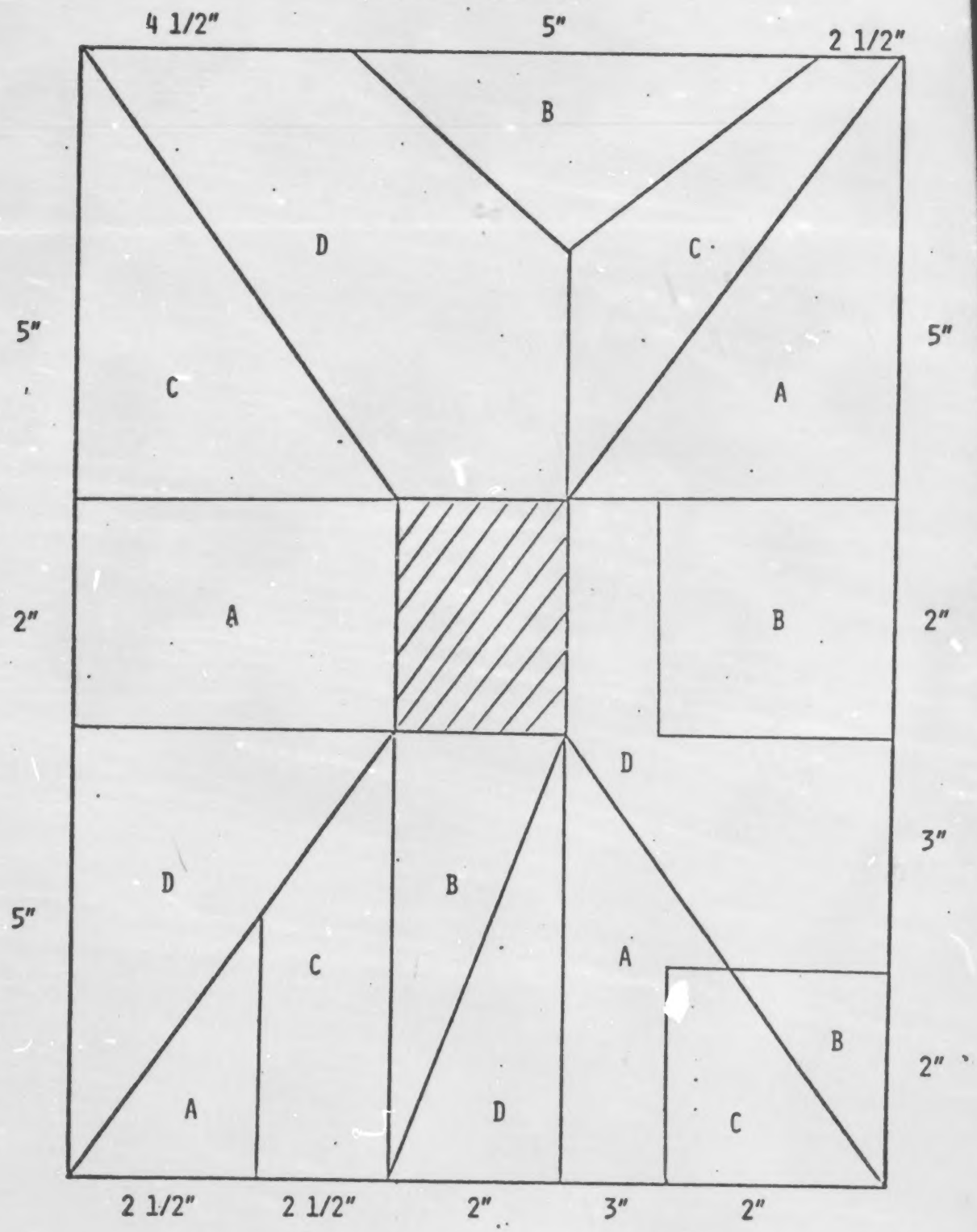
1. Each member of the observing team should watch the general pattern of communication but give special attention to one member of the planning team (during the assembling period).
2. During the planning period watch for the following behaviors:
    a. Is there balanced participation among planning team members?
    b. What kinds of behavior block or facilitate the process?
    c. How does the planning team divide its time between planning and instructing? (how early does it invite the operating team to come in?)

3. During the instructing period watch for the following behaviors:
    a. Which member of the planning team gives the instructions? How was this decided?
    b. What strategy was employed in orienting the operating team to the task?
    c. What assumptions made by the planning team are not communicated to the operating team?
    d. How effective were the instructions?
    e. Did the operating team appear to feel free to ask questions of the planners?
4. During the assembly period, watch for the following behaviors:
    a. What evidence do the operating team members illustrate that instructions were clearly understood or misunderstood?
    b. What non-verbal reactions did planning team members exhibit as they watched their plans being implemented or distorted?

HOLLOW SQUARE PATTERN



HOLLOW SQUARE KEY



C. DECISION MAKING

The skill required to make rational and effective decisions is one of the hallmarks of an educated person and functional worker.

This skill is as essential to people in a free society as the ability to read and write, and is a classic process-oriented function. This series of units addresses the process of making better decisions, particularly in the world of work, by drawing upon methods and techniques that have been developed in several disciplines.

The units are abbreviated, and can be used either as is, in even a more abbreviated form, or in an expanded fashion, even including the possibility of the development of a complete course in Decision Making In The World of Work.

The introductory unit defines the concept of decision-making, presents several models or procedures for decision-making, and assigns readings in a book entitled Making Decisions.[1]

The second unit presents a specific model and asks the students to use a case study with the model, leading to an appropriate decision. Students then apply the same model or pattern to a situation of their own.

The next unit includes the concepts of decision-making, leadership, the utilization of resources, and team functioning in the decision making process.

[1] Making Decisions, A Multidisciplinary Introduction, Percy N. Hill, et al., Addison-Wesley, 1978.

The final unit is based on case studies in Decision Making text in which the models which have been learned are applied by the students in a series of case studies.

INTRODUCTION AND MODELS OF DECISION MAKING

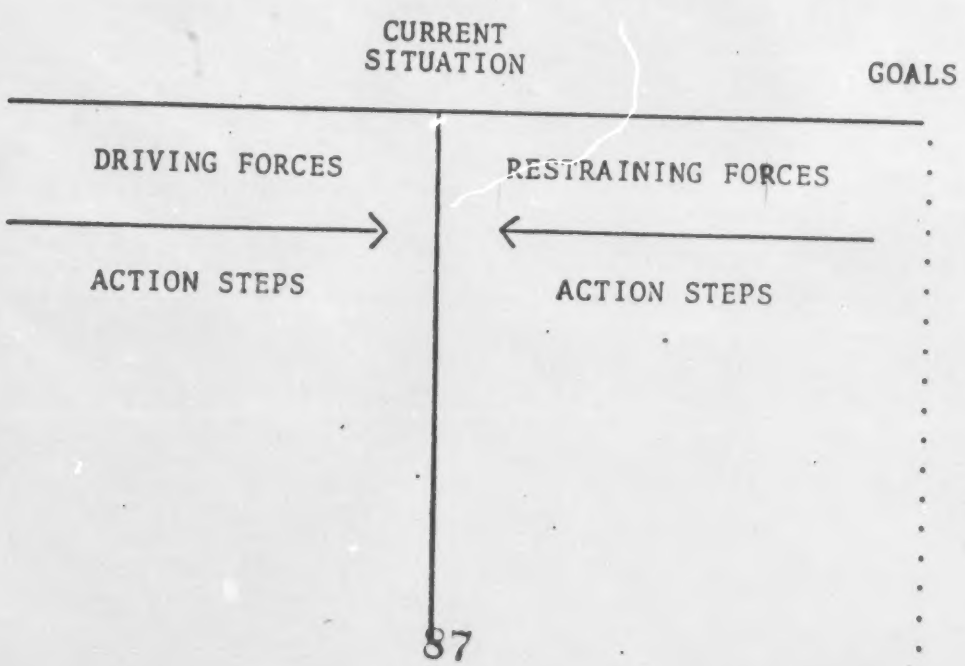
Rationale

The important skill of decision-making will be addressed in this module in which the students are asked to read as a preliminary assignment; chapters one, and two, from the text Making Decisions, A Multi Disciplinary Introduction, Addison Wesley Publishing Company, Percy H. Hill et al., 1978.

Based on the reading of the first two chapters, the instructor will lead a discussion on decision-making as a process distinct from the content, and will present models that are appropriate as defined in the text.

Additionally, the instructor will present the Force Field Analysis model as used by Kurt Lewyn and which will be used in the final units.

The Force Field Analysis Model is as follows:



This model thus utilizes the three stage planning process in a structured fashion to define action steps.

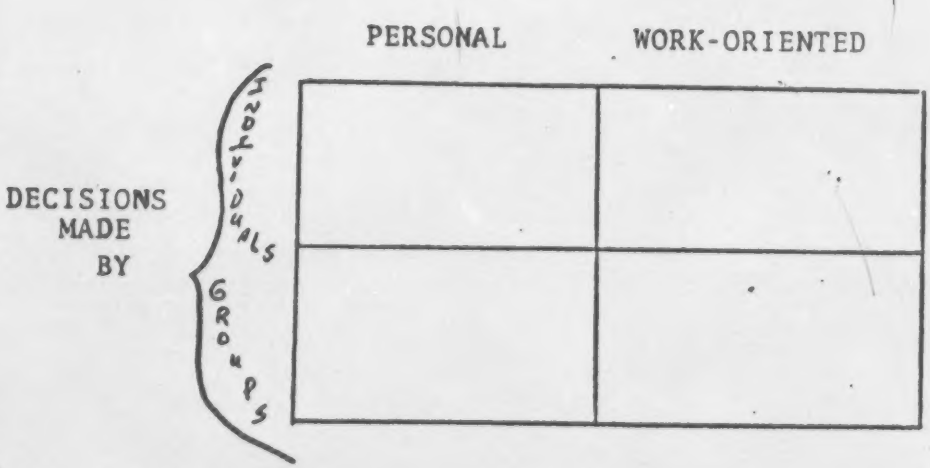
Objectives

1. Each student will understand several models of decision-making, and the idea of decision-making as a process skill.
2. Each student will be familiar with the Force Field Analysis approach to identification of issues, goal setting and defining of action steps.
3. Each student will be familiar with the information in the first three chapters of the text Decision Making.

Teaching-Learning Activities

The instructor will present a series of ideas about the decision-making as a process, based on the first two chapters of the text. Emphasis will be on Decision Making in the world of work as well as the personal world and both group and individual decision-making. The instructor could use examples according to the following matrix.

TYPES OF DECISIONS



The instructor will then lead a discussion on the implications of the models in ethical situations, in politics, in business and industry. Students will then join in a discussion with examples of decision making processes from their own experience both personally and career oriented.

Reference will be made to previously completed, units on the planning process, particularly personal planning for one's job and career.

INDIVIDUAL DECISION-MAKING

Rationale

An important aspect of decision-making is concerned with the individual. Personal decisions about career plans, about lifestyle, relationships, whether or not to change jobs, etc., are of crucial importance and often made intuitively rather than based on a sound process. This unit is designed to emphasize that such a process does exist and can be effectively utizlied in making appropriate decisions. The best decisions avoid mistakes as much as possible, still maintaining spontaneity, but at the same time providing for quality results.

Objectives

1. Each student will thoroughly understand the Force Field Analysis model of decision making as it applies to his own situation.
2. Each student will have skill applying the Force Field Analysis in particular cases.

Teaching Learning Activities

After a brief introduction about decision making and a review of the Force Field Analysis model, the teacher will refer the students to chapter three in the text, Decision-Making, which had been assigned, and ask them to apply the ideas in chapter three, and the Force Field Analysis model to the case study on Page 205 of the text, "Should Fred Take The Job Or Not?". The situation will be thoroughly discussed, and then run through the model of the Force Field Analysis by the total group.

Teaching-Learning Activities

Each student will then be asked to develop his own case study, using a real life situation of his own; a decision he is in the process of making. If possible, the decision will be career or job oriented, but if not it can also be personally oriented or more general in nature. Each student will be asked to define, in writing, the situation and then share it with other individuals, getting as much clarity as possible to provide for the first step of the force field analysis.

Students will each then be asked to set up the force field analysis; defining the current situation, defining the goals, and determining the specific action steps.

They will then put the action steps in priority order according to both importance and feasibility. This is accomplished by putting either an A, B, or C in front of each proposed action step. "A" represents an easily managed or highly feasible step; "B" means difficult but possible, and "C" means not very feasible. Then the steps can be designated as 1, 2, 3 according to importance. One means very important in accomplishing the objective. Two means of medium importance, and three means not very important. The A-1 forces, and perhaps the A-2 and B-1 forces, can then be emphasized and organized into a comprehensive action plan.

Throughout this procedure the students will be working as individuals, then sharing their information with others in small groups, then returning to individual work.

At the end of the class, each student will have a thoroughly considered set of information leading to an appropriate decision using the force field analysis.

GROUP DECISION MAKING-MOON TRIP

Rationale

Some of the most important and far reaching decisions in the world of work, particularly those of an organizational nature, are made by teams, department staff and personnel, and groups of managers. The groups are usually from two or three to a dozen or so in size. This unit will simulate a small group decision making situation, considering issues involved in decision-making, such as the utilization of appropriate resources, balance of participation, leadership, taking full consideration of all data, developing alternative plans and other process-oriented issues.

Objectives

1. Each student will understand group decision making process and will have the experience in taking part in a group decision.
2. Each student will understand the relationship between his own behaviors in a simulation and those behaviors as they affect the outcome of decisions in the real world.
3. Each student will have developed a plan for improving his own skill in group decision making.

Teaching-Learning Activities

After a brief introduction about group decision mechanisms including voting, authority and consensus, the instructor will distribute the attached sheets concerned with decision-making on a trip to the moon. Individuals will be asked to make decisions about the priority order of equipment as described.

When they have completed the task they will put their papers away, and the class will be assembled into two or three groups; each representing a space crew. The space crew will then, without constituted leadership, undertake the same decision exercise, coming to a group decision-making consensus.

At the end of the group exercise, which should require about thirty (30) minutes, the instructor will help the students score their answers according to the attached key. He will then set up a matrix of results as follows:

	GROUP 1	GROUP 2
Average of Individual Scores		
Best Individual Score		
Group Score		
Difference Individual Average And Group Score		

The group will discuss the decision-making exercise based on the quality of the decision as it resulted from the styles of decision-making procedures used. An emphasis will be made to help each individual understand his contribution of the group with respect to his available information. Was I too aggressive, knowing very little about the moon, or too shy and knowing a lot about the moon? How does a group learn to take advantage of the resources available to it? What is the most appropriate kind of leadership? How can I develop my group decision-making skills further?

The instructor will then lead a group discussion, moving the simulation experience results into the real world, helping each student to assess his own decision-making abilities and techniques as he functions in small groups on the job. Each student will be asked to make some individual plans about improved skills that would help his decision-making process.

Further discussion can be based on chapter five in the text, which might be assigned, and its implications for each student's work and personal life.

NASA

DECISION FORM

by Jay Hall

INSTRUCTIONS: You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after the landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 the least important.

_____ Box of matches

_____ Food concentrate

_____ 50 feet of nylon rope

_____ Parachute silk

_____ Portable heating unit

_____ Two .45 calibre pistols

_____ One case dehydrated Pet milk

_____ Two 100 lb. tanks of oxygen

_____ Stellar map (of the moon's constellation)

_____ Life raft

_____ Magnetic Compass

_____ 5 gallons of water

_____ Signal flares

_____ First Aid Kit containing injection needles

_____ Solar-powered FM receiver-transmitter

KEY

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Little or no use on the moon	15	Box of matches
Supply daily food required	4	Food concentrate
Useful in tying injured together, help in climbing	6	50 feet of nylon rope
Shelter against sun's ray	8	Parachute silk
Useful only if party landed on dark side	13	Portable heating unit
Self-propulsion devices could made from them	11	Two .45 calibre pistols
Food, mixed with water for drinking	12	One case dehydrated Pet Milk
Fills respiration requirement	1	Two 100 lb. tanks of oxygen
One of principal means of finding directions	3	Stellar map (of moon's constellation)
CO_2 bottles for self-propulsion across chasms, etc.	9	Life raft
Probably no magnetized poles; thus, useless	14	Magnetic compass
Replenishes loss by sweating etc.	2	5 gallons of water
Distress call when line of sight possible	10	Signal flares
Oral pills or injection medicine available	7	First aid kit containing injection needles
Distress signal transmitter, possible communication with mother ship	5	Solar-powered FM receiver-transmitter

CASE STUDIES IN DECISION MAKING

Rationale

Another series of units can be used according to the case studies found in the back of the text, Making Decisions. They start on page 203 with an explanation of how to study a case, then proceed to a series of decision making situations to which models can be applied.

Objective

1) Each student will develop increasing skill in the application of structured models for decision-making to specific decision making situations.

Teaching Learning Activities

The instructor will review the models, including the Force Field Analysis, the three stage model, and the models found in the text. The instructor will then ask students to apply the appropriate model step by step, to cases described in the text.

Small groups will be used which will deliberate and use the model, and report to the total class. Their report includes the description of a case, the model that they used and its applicability, the steps that they used in applying the model, and the anticipated results of their decisions.

The total class will then discuss the applicability of the model, the quality of the work done by the group, and the anticipated results. After a series of case studies are undertaken it might be possible for the class to generate its own case out of the experiences of the students and continue with the application model to each case.

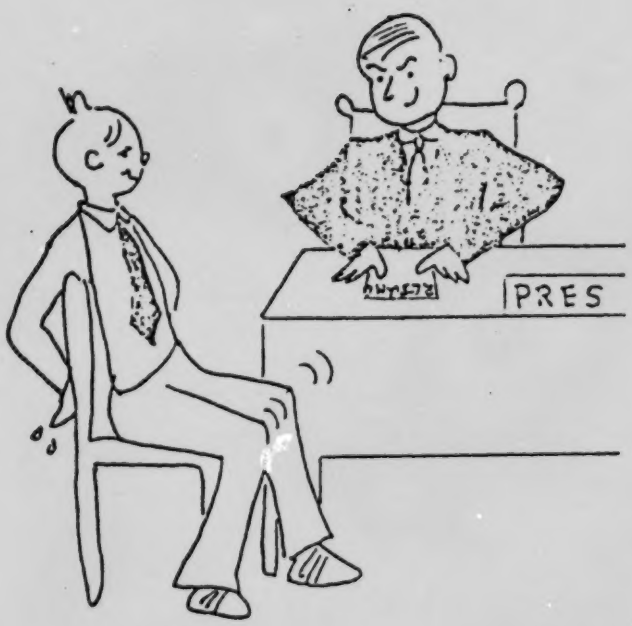
D. ISSUES IN THE WORLD OF WORK

An important series of issues with which we can deal in Cooperative Education are the general themes of the world of work. Many students have only limited access to information about jobs other than their own, and can profit by sharing information about jobs, jobs availability, job satisfactions, and job problems.

This series of units is in the nature of a "catch-all", providing extensive experiential information for the students about general issues in the world of work. One virtue of the Co-op program and its experiential nature is that younger and older students can be mixed, and in a variety of experiences shared with each other.

One of the units within this section include a general discussion and brainstorming session on the satisfactions and problems on the job. Another will help students to assess their values and undertake value clarification procedures within the world of work. Another will look at job openings from the perspective of the personnel department rather than only from the applicant. Other issues include Job Interviews, Stress on the Job, and the general importance of Health in the World of Work.

The resourceful teacher will easily add to this list of issues according to the defined needs of the students. The units here are also readily modified in terms of length or number. The first unit, particularly, is amendable to repeated applications throughout the semester.



SHARING OF JOB INFORMATION

Rationale

Reading the very interesting book Working, by Studs Turkel, creates the amazing impression that the overwhelming majority of American working people are grossly unhappy in their work. The book is a series of interviews, with people talking about the lack of satisfaction and the difficulties often associated with a job, whether lawyers, plumbers, doctors, prostitutes, clerks, managers or welders.

The general theme of job satisfaction and sharing information about each others job is a major one in Co-op and is undertaken in this module. Many students have very little knowledge of the kind of work that people do other than themselves, and find the sharing interesting and useful. Also, the general theme of "where does my satisfaction come from on the job, where do my problems come from, how can I make my job as enriching and fulfilling a part of my life as possible?" is undertaken. The unit can be repeated often, and can be used to help the student find increased fulfillment at work.

Objectives

1) Each student will have more information about the entire world of work and the nature of other jobs than their own.
2) Each student will be more aware of the issues involved in creating job satisfactions and job problems and have some beginning ideas about how they can help their own job be more fulfilling.

Teaching-Learning Activities

The instructor will give a brief introduction about the idea of satisfaction and lack of satisfaction in the world of work, and elicit discussion based on the student's own experiences. The instructor can refer to the Turkel book, and use sections of the book as handouts for small group discussion to generate at least a beginning awareness about a sense of satisfaction on the job.

The instructor will next lead a brainstorming exercise in which students can generate a list of criteria by which they can define their own job. The question is "what topics would you want to hear about if someone were telling you about their job?" Typical topics might include, my specific role, my relationship with other people, my salary and working conditions, how my job relates to my long range career plans, how satisfying the job is, where the problems on my job come from, etc.

After a comprehensive list of criteria is generated, the class should be divided into groups of three, with people in as diverse roles as possible and who do not know each other. They then take turns in sharing information about their jobs, using brainstormed criteria as a checklist. Each person will explain his role, his relationships with people, his job satisfactions and fulfillments, his job problems. Emphasis can also be made on helping people to be accomplished listeners as each person explains his role.

Each group, as the three presentations are completed, can plan for a summary presentation to a total group, particularly emphasizing job satisfactions and problems.

A total group discussion can then summarize some of the issues involved in job satisfaction and help people think about methods for helping their own job become a more fulfilling and satisfying part of their total life.

VALUES AT WORK

Rationale

A major issue in satisfaction on the job is the consistency of one's deeply held personal values, grounded in cultural, religious and personal experiences, with the required day-to-day behaviors on the job. To the extent that those behaviors are consistent with one's values, there is the possibility for fulfillment and contentment on the job; to the extent, however, there is a lack of relationship of values and one's work behaviors or personal behaviors, or to the extent that they are different, there might be conflicts generated and unhappiness result.

This exercise is an attempt to raise awareness of students about their personal values in relation to the behaviors expected of them in the world of work, and to help them to understand the importance of that congruence.

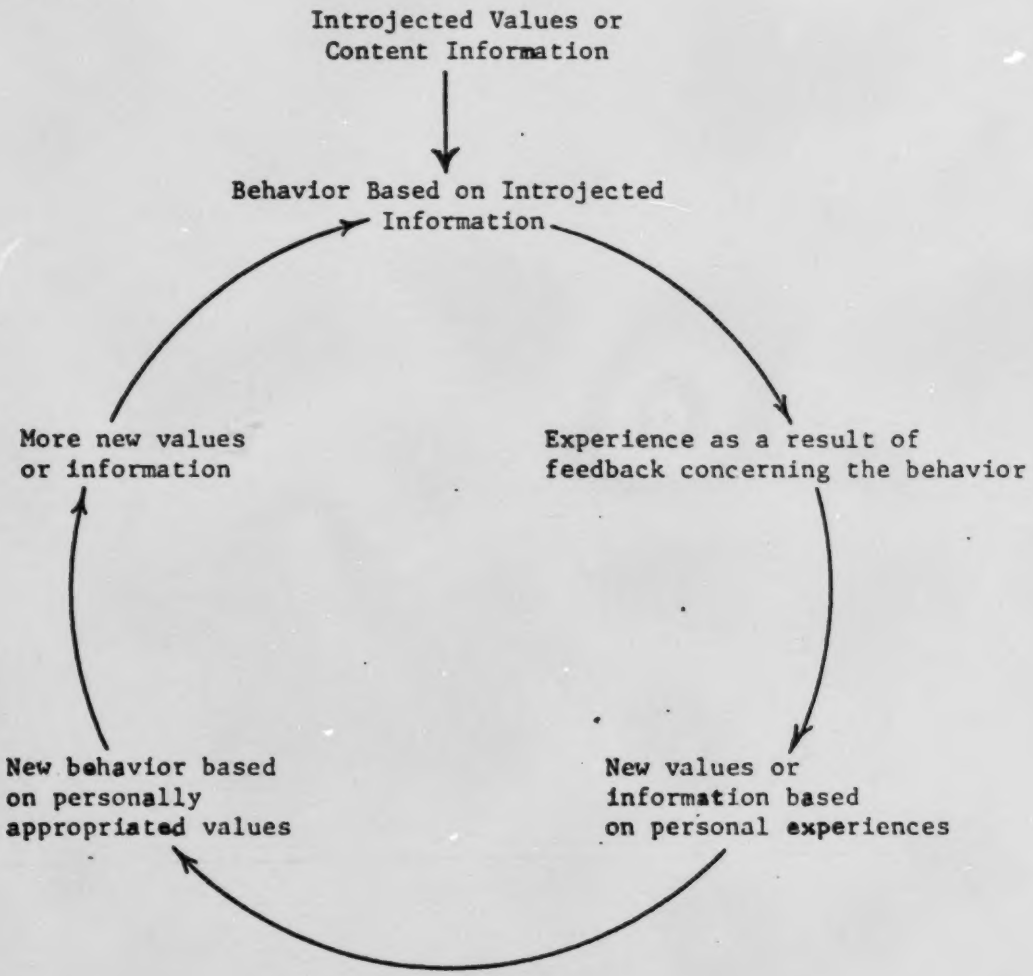
Objectives

1) Students will be more aware of their own values, where those values come from, how they are changed, and how they compare with others' values.
2) Students will have an understanding of the relationship of their values and the associated behaviors in the world of work, and will be able to make changes as needed in order to improve their own job satisfaction.

Teaching-Learning Activities

The instructor will give a brief introduction about the importance of the congruence of personal values and personal behaviors in the world of work as well as in one's personal life. Emphasis should be make on the fact that different people have different values, which is totally acceptable, but difficulties can begin when people's behavior is inconsistent with their own values.

The instructor, with the help of the class, will generate and present a model of experiential value growth similar to the following:


Introjected Values or Content Information
Behavior Based on Introjected Information
Experience as a result of feedback concerning the behavior
New values or information based on personal experiences
New behavior based on personally appropriated values
More new values or information

In general, the idea is that introjected values which come from outside one's self; one's mother, one's church, one's teachers, or the moral standards of a culture, form our initial sets of values and thus, our initial behaviors. Behaviors, however, can result in experiences which might conflict with those values as well as support them. The person, therefore, gets into his own cycle of behaving, experiencing, and readjusting his values. The experiential learner is the person who is growing and has entered that cycle. Some people, however, retain unexamined introjected values and are constantly besieged by problems as a result.

The instructor then conducts a valuing exercise, using the list of values attached. He asks each student to rank order the eighteen values according to his view of their importance in his life; one being the most important, two the next most important, down through eighteen, the least important. Then, according to the instructions, each student decides on the six which are the most important to him.

After each student completes the list, the instructor can tabulate the totals on the chalkboard in order to give everyone a sense of the agreement or disagreement on the values as they are described.

Then each student is asked to consider, based on his knowledge of his job and the information that he generated in the previous

unit about sharing information about the world of work, a description of how the behaviors required on his job complement or interfere with the values that he listed as his most important. This can be done by listing each of the six important values, in one column, information about the job behaviors in an adjoining column, and considering how the columns relate.

Students then should share the information about the congruence or lack of it in their values and their job behaviors, with each other in small groups.

A total group discussion should follow, concerned with the value - experience - behavior cycle; generating one's values, and providing for job experiences that are consistent with one's own values.

VALUES NOTES

Below is a list of eighteen values arranged in alphabetical order. First, study the whole list carefully. Then pick out the 6 values which are most important to you. Then discuss these values as a group and decide upon 6 that the group agrees upon as being the most important values. Place these six in order of importance from 1 to 6. Your own list might be different from the group's list.

A COMFORTABLE LIFE _____

AN EXCITING LIFE _____

A SENSE OF ACCOMPLISHMENT _____

A WORLD AT PEACE _____

A WORLD OF BEAUTY _____

EQUALITY _____

FAMILY SECURITY _____

FREEDOM _____

HAPPINESS _____

INNER HARMONY _____

MATURE LOVE _____

NATIONAL SECURITY _____

PLEASURE _____

RELIGIOUS FAITH _____

SOCIAL RECOGNITION _____

SELF-RESPECT _____

TRUE FRIENDSHIP _____

WISDOM _____

THE JOB INTERVIEW

Rationale

An important aspect of finding a satisfactory job is the job interview. Often, people who are completely credentialed and well qualified fail to get a job, or get the job they wish, because their skill in undertaking the job interview is limited. Conversely, people with confidence in taking the job interview who can present themselves well, have a major advantage in finding a job almost regardless of their credentials. In short, the job interview is crucial. This unit helps to develop increased skill in taking the job interview. It is useful not only for people who are seeking a job in the immediate future, but for people who are more experienced and still, because of job mobility, might be undertaking a change at some point in their life.

Objective

Each student will be able to demonstrate improved skill in taking a job interview and be more comfortable with the interview procedure.

Teaching Learning Activities

The instructor will make a brief presentation about the nature of the interview and what one can normally expect in an interview situation. He will draw on the experiences of the students in asking for descriptions of a variety of

of situations so that the general awareness of an interview is clear.

The group will next brainstorm the criteria by which an interview might be assessed. If you are looking over the shoulder of a job interviewer, what characteristics would make it successful, what criteria would you use in determining whether or not to hire a job applicant? These might include all aspects of verbal and non-verbal communication, dress and grooming, promptness, the ability to ask questions, balance of communication and many, many others.

The group is next divided into threes, and an interview is role-played. One student takes the role of the applicant, one the personnel person conducting the interview, and a third is the observer.

The interview proceeds, with the observer not joining in, but taking notes and using the brainstormed criteria or checklist. After 10 or 15 minutes, the instructor stops the role plays, which are being conducted simultaneously, and asks the observer to comment on the process of the interview to the other two people.

The group then rotates the roles, so that each person plays a different part.

After conducting another interview, feedback, and further discussion, the roles are rotated for the third time, giving everyone an opportunity to undertake each of the three roles.

A final total group discussion would assess at the whole process of the interview, what some of the pitfalls are, how to prepare oneself most appropriately and how to accomplish the interview as effectively as possible.

A number of handouts are available and can also be used which include suggestions for how to take a job interview.

This workshop can be repeated throughout the semester, with the idea of helping everyone to improve their skills in taking an interview.

STRESS AND COMMUNICATION

Rationale

In the current vernacular, stress on the job, defined as physical and emotional problems caused by job difficulties, has become an extremely important issue. Many people appear to be subjects of "burn-out", of either emotional or physical problems as a result of job pressures and the inability to cope fully with them.

This workshop or series of workshops focuses on the concept of job stress, particularly as related to inter-personal communication on-the-job. The general theme is that stress will be reduced if communication and relationship skills are used more appropriately.

Objectives

1) Each student will be more familiar with stress as felt by himself and others, and have a sense of "being in the same boat" but with a potential for growth and the decrease of stress.
2) Each student will have increased knowledge in the areas of interpersonal communications on the job, especially listening, as it relates to stress.

Teaching-Learning Activities

The teacher would conduct a Cross-Interviewing exercise, in which students are asked to introduce themselves and interview other persons in the classroom, for a period of two-to-three

minutes each, concerning the issue of stress. What is stress, where does it come from, how do you deal with it, how does it relate to communication and relationships?

After most of the people have interviewed most of the others in the room, the teacher will "process out" the results; that is, ask people what they talked about and what interesting things they heard about stress.

The teacher will then give a presentation about the nature of communication, some issues in communication, and a model of communication attached entitled, "Johari's Window". In this model, participants are helped to understand the relationship of communication problems to communication skills and a decrease of job stress.

The teacher would then conduct a brainstorming session in which participants are asked to identify inter-personal communication issues on the job, based on the Johari Window model. Trios would then be established in which role-play would be undertaken to practice the communication skills identified in the brainstorming. The roles would be one who gives information, one who listens and draws out that information, and an observer. After brief periods of time, perhaps, five to ten minutes for each cycle, the roles would rotate so that each person would have an opprotunity to take all roles in the trio, or in the interviewing module.

The teacher would then summarize the learnings helping the participants to understand what happened, what the implications of improved communications on-the-job are, and how they relate to job stress.

A final total group discussion would be led on the general theme of how to reduce on-the-job stress with improved interpersonal communication.

THE JOHARI WINDOW

A Graphic Model of Awareness in Interpersonal Relations

Joseph Luft

Like the happy centipede, many people get along fine working with others, without thinking which foot to put forward. But when there are difficulties, when the usual methods do not work, when we want to learn more-- there is no alternative but to examine our own behavior in relation to others. The trouble is that, among other things, it is so hard to find ways of thinking about such matters, particularly for people who have no extensive backgrounds in the social sciences.

When Harry Ingham and I first presented The Johari Window to illustrate relationships in terms of awareness (at W.T.L., in 1955), we were surprised to find so many people, academicians and non-professionals alike, using, and tinkering with the model. It seems to lend itself, as a heuristic device, to speculating about human relations. It is simple to visualize the four quadrants which represent the Johari Window.

Quadrant I, the area of free activity refers to behavior and motiviation known to self and known to others.

Quadrant II, the blind area, where others can see things in ourselves of which we are unaware.

Quadrant III, the avoided or hidden area, represents things we know but do not reveal to others (e.g., a hidden agenda, or matters about which we have sensitive feelings).

Quadrant IV, area of unknown activity. Neither the individual nor others are aware of certain behaviors of motives. Yet, we can assume their existence because eventually some of these unknown behaviors and motives were influencing relationships all along.

	Known to self	Not known to self
Known To Others	I Area of free activity	II Blind area
Not known to Others	III Avoided or hidden area	IV Area of unknown activity

In a new group, Quadrant I is very small; there is not much free and spontaneous interaction. As the group grows and matures, Quadrant I expands in size; and this usually means we are freer to be more like ourselves, and to perceive others as they really are. Quadrant III shrinks in areas as Quadrant I grows larger. We find it less necessary to hide or deny things we know or feel. In an atmosphere of growing mutual trust there is less need for hiding pertinent thought or feelings.

It takes longer for Quadrant II to reduce in size, because usually there are "good" reasons of a psychological nature to blind ourselves to the things we feel or do. Quadrant IV perhaps changes somewhat during a learning laboratory, but we can assume that such changes occur even more slowly than shifts in Quadrant II. At any rate, Quadrant IV is undoubtedly far larger and more influential in an individual's relationships than the hypothetical sketch illustrates.

PRINCIPLES OF CHANGE

1. A change in any one quadrant will affect all other quadrants.

2. It takes energy to hide, deny, or be blind to behavior which is involved in interaction.

3. Threat tends to decrease awareness; mutual trust tends to increase awareness.

4. Forced awareness (exposure) is undesirable and usually ineffective.

5. Interpersonal learning means a change has taken place so that Quadrant I is larger, and one or more of the other quadrants has grown smaller.

6. Working with others is facilitated by a large enough area of free activity. It means more of the resources and skills in the membership can be applied to the task at hand.

7. The smaller the first quadrant, the poorer the communication.

8. There is universal curiosity about unknown areas; but this is held in check by custom, social training, and by diverse fears.

9. Sensitivity means appreciating the covert aspects of behavior, in Quadrants II, III, IV, and respecting the desire of others to keep them so.

10. Learning about group processes, as they are being experienced, helps to increase awareness (larger Quadrant I) for the group as a whole, as well as for individual members.

JOB OPENINGS EXERCISE

Rationale

Most people are familiar with the personnel procedure of writing a resume, applying for a job, taking an interview, and either finding or being denied the position. From the perspective of the applicant, the process has many virtues and many limitations. It is not often, however, that the applicant can consider the procedure of hiring from the perspective of the personnel person.

This exercise, based on the idea of job openings, relates one's values to the hiring procedure, helps clarify job oriented values and at the same time helps students to understand the problem of hiring personnel from the perspective of the personnel department.

Objectives

1) Students will have a greater understanding of their own values as they relate to the world of work and how those values would impinge on hiring people with different criteria and qualifications.
2) Students will have an understanding of some of the operations and decisions necessary in a personnel department.

Teaching-Learning Activities

After an introduction about the general function of the personnel department, the instructor will distribute the

attached sheet listing job openings. Students are to role play being a personnel director and are asked to put all of the nine applicants in rank order of their hiring; number one, the person that they would hire, the number two the second most likely person, number three, the third, down to the ninth, the person that they would be least likely to hire.

After the rank ordering, students are divided into small groups to discuss their ordering, give the reasons and either defend or alter their position. As the discussions continue, students will be instructed to identify as much as possible the values from which they were operating in making the decisions, and relate the idea of those values to the previous workshop done on values clarification in the world of work.

An alternative activity, given enough time, is to have the small group come to a consensus about the rank order. This might be done most appropriately after the moon trip exercise in the section about decision making, in which consensus decision making procedures are explored more fully.

JOB OPENINGS

INSTRUCTIONS: You are in a position of placing people who need jobs. You have nine applications for one job opening. All of these people want and need the job. You must decide who should get the job by rank ordering the following list of candidates.

1. An ex-convict trying to go straight. He has been out of prison for over a year and has stayed out of trouble. He has held several jobs during this time, but was fired each time when his bosses found out he spent time in prison. He is becoming frustrated, discouraged, and angry.

2. A 24-year-old Vietnam veteran who was awarded several medals for bravery. He has a low-paying part-time job now, but is highly qualified for this job.

3. A woman whose husband recently died. She has four young children, ages one to six, whom she now must support. She will be getting $200 a month from insurance, but this is not enough to live on.

4. A 60-year-old man who needs this as a second job. His wife has been in the hospital for several months. To continue her treatments, which are expected to continue for seven more months, he needs this job.

5. A former dope addict who has kept away from drugs for eleven months. He is a very serious young man who is determined to do well. He has had trouble finding jobs because of his former addiction, and his psychologist and priest say there is a strong possibility he will return to drugs if he is not employed soon.

6. A highly intelligent Negro who lives in a slum. He needs the job to continue his college education and to help support his brothers and sisters. He wants to become a doctor and help the poor in his neighborhood.

7. A young woman who left her parent's home to try to make it on her own. She has a strong interest in this type of work, and is the best qualified of all the applicants.

8. A recent immigrant to this country who is the father of four. His knowledge of English is poor, and this will probably slow him down on the job at first. But he is a clever and confident person who learns quickly.

9. A physically handicapped person who is looking for a chance to prove himself. He possesses a great deal of determination and courage. His handicap will hurt his performance on the job somewhat.

HEALTH IN THE WORKING WORLD

Rationale

General health, vigor and vitality are crucial virtues in the world of work. Both emotional and physical health are important to fulfillment and to satisfaction on-the-job and to accomplish one's work oriented objectives. This workshop, which is centered on a series of questions, helps each student look at his own lifestyle in terms of his physical and emotional health, compare his situation with others in a similar area, and perhaps make some decisions about steps to undertake to improve his overall health.

Objectives

1) Each student will have an increased awareness and a greater understanding of his own physical and emotional health habits and how they are affecting his life.
2) Each student will have a beginning plan for improvement for his personal health in relation to his work.

Teaching-Learning Activities

After giving an introduction about the importance of health on the job, and a discussion among the students about health oriented issues which inpinge on the work situation, the instructor will dispense the attached questionnaire entitled, "How Healthy A Life Do You Lead".

Students will be instructed to read the introductory material, and to answer the questionnaire as indicated through question #106.

When all students have completed the questionnaire, they will be given instructions for scoring the results, asked to write the total factors for the various sub-scores, then read the material on interpreting the scores. They will then transfer the information to the circular chart included, read the analysis information.

The instructor will then ask the students to meet in small groups to discuss and interpret the results of their questionnaire.

Each student will then be asked individually to write a series of activities which he might undertake to improve his health situation as implied by the results of the test. They might include issues like using the seat belt in the car, trying to find more friends, cutting down on drinking, getting more exercise, etc.

How Healthy A Life Do You Lead?

Adapted with permission from Understanding Human Behavior, N. Wright (Ed) Columbia House: New York, 1974.*

Introduction:

This questionnaire "How Healthy A Life Do You Lead?" explores one of the most important-perhaps the most important-aspects of a person's life: his adjustment to his environment, to his work, to the people he lives with and to his own inherited physical and mental capabilities. The trouble is that when people speak of good health they usually assume it to be just physical fitness-the sunburned, muscular figure is the focal point of much of our society's self-expression, both in the fictional world of TV, movies and magazines, and the commercial world of advertising.

But true good health, as known by the ancients as well as modern scientists, is the sum of a variety of features of which physical vitality is but one. This questionnaire is designed to build up a profile of how healthy you really are, as expressed in terms of eight key factors. These factors and their relationship to each other will be explained when you come to analyze your scores at the end. It is important to remember that the tests are in no way a substitute for a physical checkup by a doctor, and a high score on the tests should not lead you to be incautious about your physical health or neglect medical advice or treatment. They will, however, give you a really interesting and informative picture of the balance of these factors in your case-a useful guide to how healthy a life you lead. As usual, you must answer the questions honestly to get any real value from the tests, refrain from peeking at the scoresheet before finishing, and, if possible, do the questionnaire on your own without discussing the results with anyone afterwards.

*Designed for adults who are currently employed full time.

Questionnaire:	Yes	No
1. Do you take sugar in your coffee or tea?	____	____
2. Do you take more than two spoonsfuls?	____	____
3. Do you regularly take aspirin and non-prescription painkillers more than once a week? (Women exclude painkillers for period pains.)	____	____
4. Do you play, on a regular basis (more than twice a month), any active competitive sport such as tennis, squash, football (but not including golf)?	____	____
5. If yes, do you play more than once a week?	____	____
6. If you are a cigarette smoker do you have a morning cough? (Nonsmokers score "No")	____	____
7. Do you use, even occasionally, any illegal drug such as marijuana?	____	____
8. Do you tend to bolt your food?	____	____
9. Do you walk or jog a minimum of a mile every day? (Include golf, but not walking around the house or office).	____	____
10. Do you drink (including tea and coffee) at least 3 pints of fluid a day?	____	____
11. When suffering from relatively minor illnesses and infections, do you go to the doctor for antibiotics or other medication as a matter of course rather than try to "ride it out" on your own?	____	____
12. Do your eating habits frequently give you painful indigestion?	____	____
13. If you own a bicycle or horse do you use it whenever you can? (If you have no bicycle or horse, answer "No")	____	____
14. Do you find yourself frequently nibbling snacks or chocolates between meals?	____	____
15. Are you constantly finding that you have to squeeze yourself into clothes?	____	____
16. Do you have to use pills of any kind to help you sleep?	____	____

Questionnaire: (Contd.)	Yes	No
17. Does your diet include regular helpings of salads and fresh vegetables?	____	____
18. Do you make a point of regularly visiting your doctor and dentist for checkups-say once a year?	____	____
19. Do you tend to skip meals because "you are busy" and substitute filling snacks?	____	____
20. Has anyone ever said to you that you drink to much?	____	____
21. Do you feel that you could, with just a little practice, take up a really strenuous sport such as mountaineering, long distance running or competitive swimming? (Answer "Yes" if you already do so.)	____	____
22. When eating out at restaurants or with friends do you frequently end up feeling rather overfull?	____	____
23. Do you tend to have a definite weakness for sweet, sticky foods?	____	____
24. Do you smoke?	____	____
25. Do you regularly smoke more than a pack a day or its equivalent in pipe tobacco?	____	____
26. Do you do regular daily exercises (including exercise machines at home)?	____	____
27. If you stand in front of a mirror without clothes on, do you notice definite areas of excess fat?	____	____
28. Do you find it a real strain to carry bags or heavy parcels upstairs?	____	____
29. Do you drink alcohol regularly?	____	____
30. Do you ever drink enough alcohol to give you unpleasant side effects of any kind?	____	____
31. Do you tend to keep very late hours, even when you feel physically tired and fatigued?	____	____
32. Do you have any false teeth, other than crowns or cosmetic replacements?	____	____
33. Do you have fresh fruit or fruit juice (not canned) at least once a day?	____	____

Questionnaire: (Contd.)	Yes	No
34. Do you regularly use tranquilizers or anti-depressant drugs as prescribed by your doctor?	____	____
35. Do people tend to comment spontaneously on "how well you look"?	____	____
36. Do you swim regularly (say at least twice a week in the summer months, or at other times when you have the opportunity)?	____	____
37. Do you avoid, wherever possible, fatty foods such as French fries?	____	____
38. If you are a smoker, do you feel uneasy if you do not have cigarettes always to hand or if you find yourself in a place where you cannot smoke? (Nonsmokers score "No" for this question.)	____	____
39. If you take regular exercise, have you been doing so for at least the last two years?	____	____
40. Do you allow clothing styles or fashions to interfere with your physical comfort significantly-for example, uncomfortable shoes or clothing unsuitable for the weather?	____	____
41. Do you regularly eat more than two cooked meals in the day?	____	____
42. Do you plan your own or your family's meals so as to make sure that you or they have a balanced diet?	____	____
43. Is your weight within 10 pounds of that recommended for your build? (If you do not know, answer "No".)	____	____
44. Do you weigh more than 20 pounds over the recommended average?	____	____
45. Do you find you find yourself taking a car for short journeys when you could just as easily have walked?	____	____
46. Do you receive prescription medicines on a regular basis from your doctor?	____	____
47. Do you spread butter liberally on toast or pastries?	____	____

Questionnaire: (Contd.)	Yes	No
48. Would you honestly describe yourself as a physically lazy person?	____	____
49. Do you brush your teeth properly and vigorously at least twice a day?	____	____
50. Do you walk or jog over two miles regularly each day? (Include golf, but not walking around the house or office.)	____	____
51. Do you regularly take alcohol (even a glass of beer) at lunchtime?	____	____
52. Do you tend to eat out more than you eat at home?	____	____
53. Do you find yourself short of breath after climbing a flight of stairs?	____	____
54. Has anyone ever said to you that you smoke too much? (Nonsmokers score "No".)	____	____
55. When potato crisps, salted nuts and cocktail savories are around, do you find them impossible to resist?	____	____
56. Would you say that on the whole your life-style leads you to abuse or ill-treat your body?	____	____
57. Are you taking any part-time study or self-improvement course?	____	____
58. Would you describe your childhood as having been a happy one?	____	____
59. Do you find it difficult to introduce yourself to people and converse with them?	____	____
60. Are you a good letter writer?	____	____
61. Do you find your work really enjoyable?	____	____
62. Do you watch television on average for less than two hours a day (say 15 hours a week)?	____	____
63. Do you tend to jump from one hobby or pastime to another without ever getting deeply into one?	____	____
64. Do you have any unusual fears or phobias?	____	____

Questionnaire: (Contd.)	Yes	No
65. Would you honestly say that your work gives you the challenge and opportunity which you deserve?	____	____
66. Would you say that you lead an active social life?	____	____
67. Have you got any domestic hobbies of a practical kind-for example, woodwork, dressmaking, decorating or handicraft of any kind?	____	____
68. Do you have any domestic hobbies of a creative but not necessarily practical kind-for example, painting, stamp or coin collecting, modeling, embroidery?	____	____
69. Do you feel happy and confident most days?	____	____
70. Do you have trouble sleeping?	____	____
71. Are you married? If not, do you have a lover or fiance?		
72. If so, would you describe your relationship with this person as a happy one?	____	____
73. Do you make a point of taking at least one holiday per year when you are two weeks away from your work and usual surroundings?	____	____
74. Do you always seem to be in financial difficulties?	____	____
75. Do financial problems worry you unduly?	____	____
76. Do you tend to push yourself harder than most other people in your working environment?	____	____
77. Do you make friends easily?	____	____
78. Do you tend to find yourself bored and restless when not working?	____	____
79. Have you ever had a nervous breakdown or been treated for severe depression?	____	____
80. Would you prefer an evening watching television or reading to an evening out with friends?	____	____

Questionnaire: (Contd.)	Yes	No
81. Would you describe yourself as basically quite a happy person?	____	____
82. (Men only answer this question.) Do you enjoy tinkering with your car or motors of any kind?	____	____
83. Do you regularly read books (other than magazines and newspapers)?	____	____
84. If so, would you say that you really enjoy reading?	____	____
85. Do you wish that your sex life was fuller and happier?	____	____
86. Do you sometimes feel that everything is getting to be too much for you?	____	____
87. Would you say that most people think of you as a sociable person?	____	____
88. Do you feel that other people have seriously handicapped you as far as your job or profession is concerned?	____	____
89. (Women only answer this question.) Do you enjoy cooking, and the serving of food.	____	____
90. Do you enjoy going out to dinner with friends?	____	____
91. Do you regret having missed out on any educational opportunities?	____	____
92. If you were offered a more interesting job than your present one, at three-quarters of your existing salary, would you take it?	____	____
93. Do you get unnecessarily anxious and worried about things?	____	____
94. On balance, are you content to do things on your own and be on your own if necessary?	____	____
95. Have you more than one close friend whose company you really enjoy?	____	____
96. Do you enjoy actively listening to music?	____	____
97. Have you made steady progress and advancement in your job-for example, with promotion or business successes?	____	____

Questionnaire: (Contd.)	Yes	No
98. Do you find it difficult to switch off and relax at the end of the day?	____	____
99. Do you have any regular outdoor hobbies or pastimes, such as playing sports or watching them?	____	____
100. Do you enjoy parties?	____	____
101. Would you describe yourself as sexually attractive?	____	____
102. Do you get irritable or short-tempered for no good reason rather more than you would like?	____	____
103. Do you watch television regularly for more than four hours a day, or say 25 hours a week?	____	____
104. Does untidiness and carelessness at work or home trouble you unduly?	____	____
105. Do you really enjoy sometimes just "loafing around doing nothing"?	____	____
106. Have you always got friends or relations who will be glad to have you visit them on a vacation?	____	____

SCORES

	Yes	No		Yes	No		Yes	No		Yes	No
1.	0	1F	27.	0	1C	53.	0	1E	79.	0	1M
2.	0	1F	28.	0	1E	54.	0	1D	80.	0	1S
3.	0	1D	29.	0	1D	55.	0	1F	81.	1M	0
4.	1E	0	30.	0	1D	56.	0	1C	82.	1L	0
5.	1E	0	31.	0	1C	57.	1L	0	83.	1L	0
6.	0	1C	32.	0	1C	58.	1M	0	84.	1L	0
7.	0	1D	33.	0	1F	59.	0	1S	85.	0	1S
8.	0	1C	34.	0	1D	60.	1S	0	86.	0	1M
9.	1E	0	35.	1E	0	61.	2W	0	87.	1S	0
10.	1F	0	36.	1E	0	62.	1L	0	88.	0	2W
11.	0	1D	37.	1F	0	63.	0	1L	89.	1L	0
12.	0	1C	38.	0	1D	64.	0	1M	90.	1S	0
13.	1E	0	39.	1E	0	65.	2W	0	91.	0	2W
14.	0	1F	40.	0	1E	66.	1S	0	92.	0	2W
15.	0	1C	41.	1C	0	67.	1L	0	93.	0	1M
16.	0	1D	42.	1F	0	68.	1L	0	94.	1M	0
17.	1F	0	43.	1C	0	69.	1M	0	95.	1S	0
18.	1C	0	44.	0	1C	70.	0	1M	96.	1L	0
19.	0	1C	45.	0	1E	71.	1S	0	97.	2W	0
20.	0	1D	46.	0	1D	72.	1S	0	98.	0	1M
21.	1E	0	47.	0	1F	73.	1L	0	99.	1L	0
22.	0	1F	48.	0	1E	74.	0	1M	100.	1S	0
23.	0	1F	49.	1C	0	75.	0	1M	101.	1S	0
24.	0	1D	50.	1E	0	76.	2W	0	102.	0	1M
25.	0	1D	51.	0	1D	77.	1S	0	103.	0	1L
26.	1E	0	52.	0	1F	78.	0	1L	104.	0	1M
									105.	1L	0
									106.	1S	0

FACTOR TOTALS

Work	Leisure	Social	Mental	Food	Drugs	Exercise	Care
--							

Totals

PLOTTING AND INTERPRETING SCORES

Take your individual scores for the eight factors and plot them on the Life Chart, filling in the "pie wedge" up to the number your reached. See example on next page.

Clearly there are a vast number of possible combinations - some segments will be higher than others (some considerably so) and in other cases the segments may appear roughly equal. No two people are likely to end up with identical profiles. For this reason it is impossible to give a clearcut interpretation for every possible profile, but the following tips will be helpful in allowing you to make your own personal interpretation.

1. The chart itself is broken up into three distinct rings - 0-5, 6-10 and 11-14. On the whole, scores lying between 6 and 10 are average for that factor, scores lying between 0 and 5 are below average and scores between 11 and 14 are above average. You should congratulate yourself, therefore, for any occasions when your profile enters the outer segment.

2. While outer segment scores may be gratifying and spectacular in themselves, in general their effect is weakened if they are accompained by an equivalent number of scores in the inner segment, suggesting an erratic profile, good in some factors and poor in others. On the whole the "best" type of profile is one in which the segments are all roughly equal, suggesting a more balanced general picture. The only exception to this of course is if all one's scores fall within the inner ring, which, assuming the questions have been answered honestly, and correctly, would be a very disappointing and unsatisfactory picture.

LIFE CHART

How Healthy A Life Do You Lead?

ANALYSIS

A healthy life involves more than sheer physical strength and vitality. It relies on striking an adequate balance among a number of facets of life. For the purpose of this questionnaire we have broken these down into eight key factors. When you have completed scoring and bearing in mind your personal rating, read the analysis below.

Food

For true good health one needs nutritious food and a balanced diet, all taken in moderation. Overeating is generally more harmful than undereating (except in extreme cases) and the type of food you eat is also important. Fourteen questions were devoted to "food factors" and your score will therefore lie somewhere between 0 and 14. The higher your score the better your eating habits.

Drugs

Drugs are substances taken into the body which are essentially alien to it; they may be taken for a number of reasons which vary from the psychological changes they induce to their physical effects, including of course the treatment of disease or illness. But a dependence on drugs in any form is not usually conducive to good health. A high "drug factor" denotes a relative freedom from their harmful effects.

Exercise

The body is a highly flexible machine which for maximum health should be kept finely tuned. There is no better way of assuring this fine tuning than by lots of exercise in a variety of forms. The higher your score in this factor the more healthy exercise you probably take, and this will be reflected in the Life Chart.

Care

The body's machinery not only needs to be exercised and stoked with the appropriate fuel, but it also needs to be protected from unnecessary ill treatment. Just as ceaseless revving of a motor car's engine, lack of attention to its electrical system and bodywork will cause it to come to grief before its time, so the same applies to your own biological system. The "care factor" gives an indication of how well you are treating your body.

Work

To continue the parallel with mechanical devices, which are tailormade to do work and cease to function smoothly if they are underused, so the body, and in particular the nervous system and the brain benefits from a satisfactory output of intellectual effort generally reflected in a positive and happy attitude to work. A high "work factor" score suggests that you are probably well integrated into your worklife and this will be reflected in your overall health.

Leisure

"All work and no play makes Jack a dull boy" is an old saying which has a deep ring of truth in it. And play is not just physical exercise. The healthy active mind feeds on diversions and activity which extend beyond the working day and the more active and instinctive the activity, in the long run the greater the contribution to psychological well-being and health in the broadest sense. A high rating on the "leisure factor" means that you are probably employing your brain to the full at all times and reaping the rewards in terms of psychological satisfaction as a result.

Social

Man is a social animal who is unable to live a full and normal life without some measure of positive interaction with other members of his species. This interaction need not necessarily be in the form of love relationships, though these obviously represent a significant part of the picture. And while it is true that some people are essentially (and contentedly) more solitary than others, the higher you score on this social rating the more likely it is that you are making a satisfactory adjustment to the world around you and the people in it, again with benefits to your overall health.

Mental

All physical factors aside, in the long run it is the mind that rules the body, and it is in our mental life that true contentment lies. If mental forces are out of balance and conflicts of one kind or another dominate our behavior, then it is impossible for us to be truly healthy and happy. "M factor" questions are geared to discovering your own state of mental contentment and stability. A high score on this factor indicates a very satisfactory adjustment.

E. HUMAN RELATIONS IN THE WORLD OF WORK

Experienced Cooperative Education teachers are well aware that the major determinant in success of their students on the job is generally not expertise in the technical aspects of the job itself, but rather the student-workers' ability to get along with other people. Most working people are competent enough in their technical skills, but when they find extra fulfillment or when they run into difficulties in the job, these are almost always related to interpersonal relationships. Getting along with the supervisor, communicating functionally with the customers, working effectively with colleagues; all are both more difficult as well as more important than technical skill in avoiding frustrations and finding fulfillment on the job.

Normally, high school and college training programs deal with technical skills much more than interpersonal skills. But increasingly we are finding that people can learn to communicate and learn to relate better.

The following series of units are therefore based on the idea of interpersonal relationships and interpersonal communications as they obtain in the world of work. They are intended to help the student to develop increased skills in working with others, and are generic to the entire world of work. They are intended to be useful whether one is a physician, welder, a manager or a clerk.

INTERPERSONAL RELATIONS EXERCISE

Rationale

Improvement in one's inter-personal relations is contigent upon knowledge of oneself and one's own relational behavior patterns. This unit utilizes the model developed by William Schutz, "FIRO-B"[1] which helps people to assess their behavioral patterns in terms of other people.

One of several models, FIRO-B is particularly useful in the world of work, since it includes elements of control, typical of the supervisory relationship. It also considers affect, or the use of feelings, as well as the idea of inclusion with others.

A reasonably reliable instrument, FIRO-B is nonetheless soft and needs to be explained in terms of the values of the participants, not as an absolute.

Objectives

1) Students will have an increased sense of their own relationship patterns, both with people in their personal life and in their work life.

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[1] FIRO-B stands for Fundamental Interpersonal Orientation Behavior. The copyrighted instrument, along with scoring instructions and interpretive information, is available from: Consulting Psychologists Press, 577 College Ave., Palo Alto, California 94306.

2) Students will have an understanding of some of the directions they might take in changing their relationship patterns with respect to other people to make them increasingly productive.

The instructor will introduce the concept of models of inter-personal relationship by giving examples from Freudian psychology and Transactional Analysis. He will emphasize the importance of use of models in helping understand one's own interpersonal behavior and the general idea that flexibility in behavior can be increased and interpersonal behaviors learned.

After a brief introduction of the work of William Schutz, the noted social-psychologist, the instructor will distribute the instrument, entitled, "FIRO-B" with the instructions that everyone follow directions and complete the instrument, answering all fifty-four questions. It should be emphasized that the test is fairly imprecise. It should be answered reasonably quickly without extensive pondering. Trying to take each question as if it were the first time you saw it, rather than trying to remember how you answered a similar question previously.

After individuals have completed the instrument, it is scored according to instructions in the materials. The answers are then tallied for each of the six elements of the instrument and recorded on the face of the test.

The instructor emphasizes, in interpreting the results, that the instrument is useful as a measure in social-psychology, that is, in understanding the relationships among people. It is not especially useful when assessed in terms of only one person but rather with that person's connections with others. Examples can be given in the implementation and application of the instrument in relation to people in a work setting.

Students in small groups then share their scores, their estimates of the scores of the people who work with them and discuss the applications and implications of the result of FIRO-B on the job, as well as in their personal life.

A total group discussion will then consider additional aspects of inter-personal relations on the job and the illustrations that FIRO-B can make of these relationships. If time permits, a planning exercise, similar to several others described in this material, can be developed to help students utilize the FIRO-B data as a base for improvements in relationship skills. The results are considered, the current situation, the student determines goals for himself in each of the six areas, and in concert with others, builds a personal action plan to accomplish the goals.

NONVERBAL COMMUNICATION ON THE JOB

Rationale

It has been estimated that over 90% of the meaning of a message is carried in nonverbal form rather than by the content of the words. Tone of voice, expressions, even such issues as dress, grooming, gestures and body positions all have an enormous impact in communication.

This unit is an attempt to understand non-verbal communication as it relates to the on-the-job communication skills, and to be aware of one's impact in non-verbal ways.

Objectives

1) Students will have an increased awareness of the importance of non-verbal communication.
2) Students will have increased skill in understanding and communicating other than with the use of words.

Teacher-Learning Activities

The instructor will introduce the concept of nonverbal communication and its importance within the whole concept of communication. The students will be asked for examples of nonverbal and symbolic mechanisms of communication, aspects of their own experience which illustrate nonverbal communication, and in general, discuss the implications of communication other than with words. The instructor will describe the results of research studies in which scrambled messages still convey the meaning when the recipient of the message can hear the tone of voice and see the person's gestures, but cannot understand the words.

After the introduction, the instructor will lead the nonverbal puzzle exercise. The patterns for the puzzle are attached. The instructor will distribute one envelope to each of five people around a table with a maximum of three or four groups of five. The table might also have one or two observers. Instructions are given that each person is to have a completed six-inch square puzzle in front of him. Students are to complete the puzzle according to the following rules:

1) No talking or other overt communication.
2) It is not permitted to take a piece from another person, although it is permissible to give pieces.

Students then proceed to complete the puzzles, with the observers looking for the mechanisms of communications that are used when words are not allowed.

As the puzzles are completed by each group, the group is instructed to become observers of groups which are not yet finished.

At the conclusion of the puzzles, each group, led by the observer, will discuss the processes used in completing the puzzles and the implications for on-the-job nonverbal communication.

A final group discussion will raise the issues of nonverbal communication and their importance in the world of work.

DIRECTIONS FOR MAKING A SET OF SQUARES

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches as illustrated on the following page. Place the squares in a row and mark them as indicated, penciling the letters A, B, C, etc., lightly so that they can later be erased.

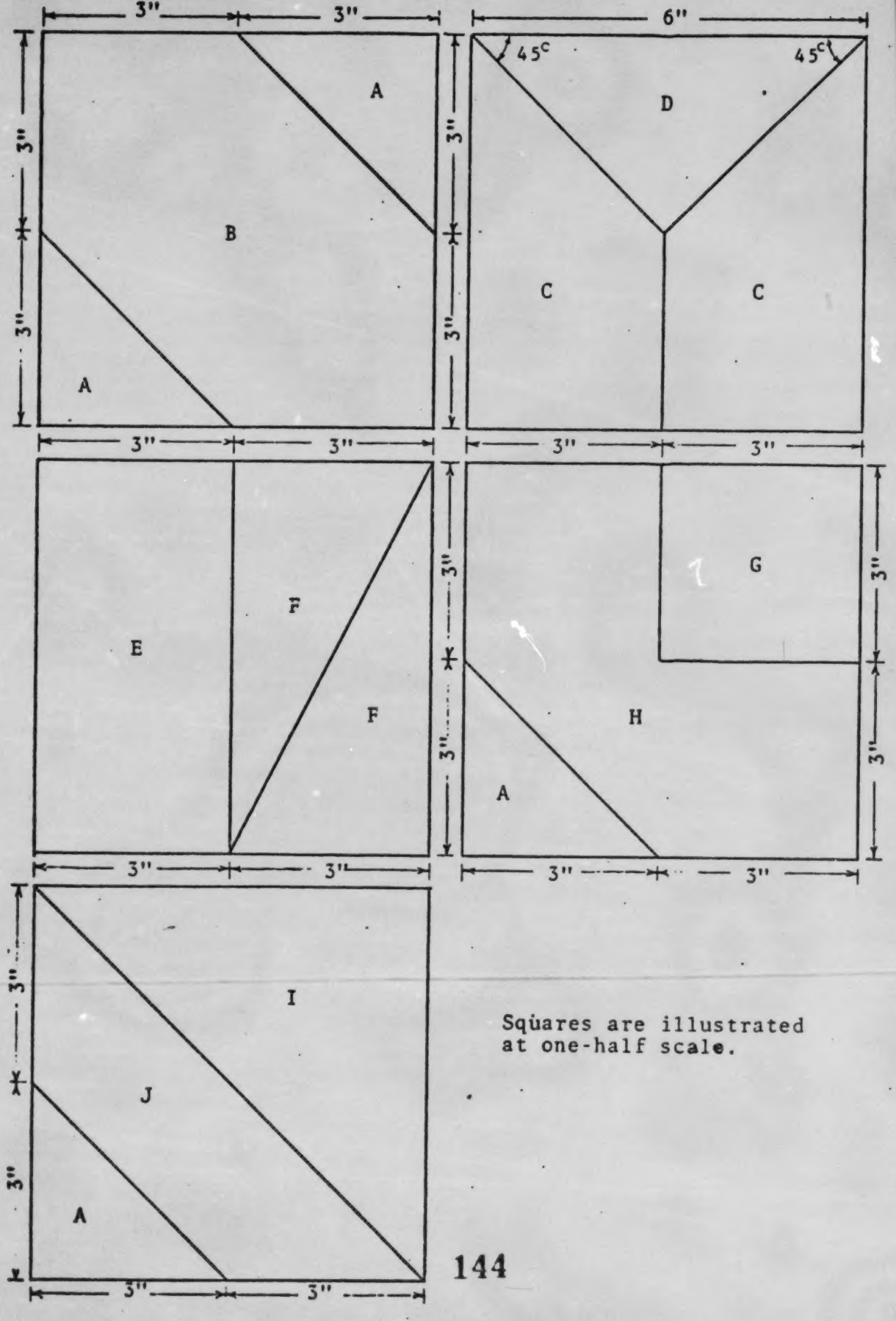
The lines should be so drawn that, when cut out, all pieces marked 'A' will be of exactly the same size, all pieces marked 'C' of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches.

Erase the penciled letter from each piece and write instead the appropriate envelope number. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

Number the envelopes and place the pieces in each one as follows:

Envelope	Pieces
1	I, H, E
2	A, A, A, C
3	A, J
4	D, F
5	G, B, F, C

SQUARE PATTERNS



Squares are illustrated at one-half scale.

TEAMWORK AND INTERPERSONAL RELATIONS ON THE JOB

Rationale

Many of the important decisions and general activities undertaken on the job are not done by individuals, but rather by small groups, teams, department groups, task forces and other small work committees. How those groups function is an important aspect of on-the-job behavior. The processes by which these teams work together can usually be improved upon.

This unit helps the student to understand the nature of teamwork on-the-job, and, through simulation, to assess his individual performance in relation to other people. Further, indivivuals are helped think about mechanisms for improving that performance as it relates to working with others.

Objectives

1) Students will have a greater understanding of their own role in working in a small group.
2) Students will understand the issues of personal communication, leadership, balance of activity and others as they relate to accomplishment of tasks in small groups.
3) The students will have developed some ideas about how their own interpersonal behaviors can be improved thus, improving their functioning as a team member.

Teaching-Learning Activities

The instructor will introduce the concept of teamwork and how if affects our operations on a day-to-day basis on the job. Examples will be elicited from the students and a general discussion held about the importance of functioning with others on the job in a team fashion.

The students will be divided into groups of eight to ten. Each of the groups represents a team responsible for building a tower.

The instructor will have previously assembled in a cardboard box, identical materials for each of the groups. They might include several issues of newspapers, file folders, cellophane tape, marking pens, 3 X 5 cards, scissors, crayons, kleenex, envelopes, paper cups, paper clips, masking tape and any other office materials that could be used to build a tower.

The groups will be instructed that their task is, in a competitive fashion, to build a tower which is:

a) as high as possible,

b) as sturdy as possible,

c) as aesthetically pleasing as possible.

They will have 30 minutes to accomplish the task and can use any of the materials in the box, but cannot attach the tower to any part of the room other than the floor. A separate team of judges will be used to assess the results and the winning group will be awarded the "grand prize".

The groups then begin to build a tower with the instructor and some other designated people as observers. The observers are to look for issues like leadership, balance of participation, division of labor, general contribution of the group, appropriate use of resources, and other process-oriented teamwork concerns.

After the appointed time, the work is stopped and the judges assess the results according to the three criteria. The winner is announced. Then the observers lead discussions within each group concerning the processes involved in building the tower, including the issues above, and others that have surfaced.

Each group moves from the concept of the issues concerned in building the tower to those same issues as they apply to day-to-day operations in one's own job. What was each individual's role in building the tower and how does it relate to his role on a day-to-day basis?

A final total group discussion summarizes the points and helps each individual to develop ideas about implications and applications of his own behavior in small group functioning at work.

F. SUPERVISION

Another way in which the Cooperative Education faculty member can be of major assistance to the student is in helping the student understand and work appropriately within the supervisory relationship. All workers find themselves connected with the supervisory relationship somehow. Everyone is supervised in one way or another, and a good many workers including student workers, are also supervisors of other people. The relationship causes grief and upset and is as well a major source for fulfillment if properly developed.

It is further a classic example of an important human relationship and an example of a process skill on the job. Further, it has interesting applications for all relationships. One who understands supervision is more confident in dealing with his parents or his children as well as others on an equal basis.

The following units deal with the skill of supervising and the skill of being supervised on-the-job with an emphasis on leadership. The units are largely experiential in nature, helping the student to understand his own role in connection with supervision and to develop skills to improve it.

INTRODUCTION AND THE X-Y MODEL

Rationale

The supervisory relationship can be considered, and studied very effectively through a number of models. In each case, it is useful to understand the model and then juxtapose one's personal skills and personal decisions about supervision with the model, to look for patterns and then methods of improvement.

This unit will introduce the concept of supervision as a human relationship, and will present a classic model based on MacGregor's work! Students will take a brief questionnaire, make an estimate of their own supervisory patterns based on the MacGregor model and discuss the implications in their work role whether they are supervisors or supervised.

Objectives

1) Students will understand the use of models in supervision, will understand a bit of the history of the supervisory relationship, and will be able to utilize the MacGregor model of supervision.
2) Students will have information for use in a later unit concerned with developing a personal plan for their own improved supervisory skills.

The units include the traditional simulation of a trip to the moon, which assesses the concept of leadership, some introductory work on the supervisory role, including consideration of Task-Person models and the MacGregor model of supervisory relationships. One unit considers the leadership within a team building and team operations construct, and culminates with the use of an instrument based on Hershey & Blanchard's work in which a three dimensional approach to supervision is undertaken, considering the appropriateness of the situation.

Teaching-Learning Activities

The instructor will introduce the unit with a brief explanation about the historic stages of supervision in management, emphasizing the original moves for efficiency, the phase in the development of supervision in which human relations came to the front, and the more current aspects of the use of behavioral sciences in developing supervisory techniques.

He will then ask the students to answer the ten item questionnaire which is attached.

After students complete the questionnaire, the instructor will give a detailed explanation of the MacGregor XY approach with an explanation of the meaning of both the X & Y set of assumptions. The attached handout explains the issues on the basis of this explanation, the student will mark, on the spectrum on the attached sheet, the position which he feels properly describes his set of values with respect to X & Y.

The student will then score the ten item questionnaire as instructed and add that score to the spectrum line, noting the difference.

The instructor will then lead a discussion on the meaning of X & Y on the job, and the distinction between the results of the questions and the estimate that each student made of his own supervisory patterns.

Small groups will then discuss the applications and implications of the MacGregor work on the job and will come to as clear a view as possible of their own position, also remembering that information for use in a future unit.[1]

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[1]MacGregor, Douglas. The Human Side of Enterprise. New York, McGraw-Hill, 1961.

SUPERVISORY ATTITUDES: THE X-Y SCALE

The theory underlying this scale is explained briefly in the Theory X-Theory Y handout which follows. The intent is to use the X-Y Scale to introduce the MacGregor Theory by having the respondent think about his own style first.

Five steps can be incorporated into the use of the X-Y Scale:

1. Have students complete Part I of the scale.
2. Give a brief lecturette on the Theory X-Theory Y formulation.
3. Have students complete Part II.
4. Score Part I and illustrate how students locate themselves on the scale using that score.
5. Lead a discussion of the results, comparing discrepancies between self-perception and more specific data at Part I.

Scoring instructions: Items 4 and 10 are worded so that the scoring is reversed from that of the other eight items. For items 1-3 and 5-9 the scoring is done like this:

Do	Tend to Do	Tend to Avoid	Avoid
1	2	3	4

The appropriate number is written beside the check mark, and these are summed. (For items 4 and 10 the scale is 4,3,2, and 1). This score is located on the scale in Part II and is a crude index of the extent to which the respondent's assumptions match those of the two theories.

McGregor's
Theory X-Theory Y
Model

The first acquaintance with "X" and "Y" for many of us was as unknowns in Algebra I. During the decade of the sixties "X" and "Y" took on some additional meanings for readers in the behavioral sciences and contempory management thinking.

In 1960, Douglas McGregor published his The Human Side of Enterprise. This was to be a major force in the application of behavioral science to management's attempts to improve productivity in organizations. McGregor was trying to stimulate people to examine the reasons underlying the way they tried to influence human activity, particularly at work. He saw management thinking and activity as based on two very different sets of assumptions about people. These sets of assumptions, called X and Y, have come to be applied to management styles, e.g., an individual is a theory X manager or a theory Y manager.

McGregor looked at the various approaches to managing people in organizations--not only industrial organizations but other as well--services, schools, and public agencies and concluded that the styles or approaches to management used by people in positions of authority could be examined and understood in light of those manager's assumptions about people. He suggested that a manger's effectiveness or ineffectiveness lay in the very subtle, frequently unconscious effects of these assumptions on his attempts to manage or influence others.

As he looked at the behaviors, structures, systems, and policies set up in some organizations, he found them contrary to information coming out of research at that time: information about human behavior and the behavior of people at work. It appeared that management was based on ways of looking at people that did not agree with what behavioral scientists knew and were learning about people as they went about their work in some, or perhaps most organizations.

Theory X

The traditional view of man, widely held, was labled "X" and seemed to be based on the following set of assumptions:

1. The average human being has an inherent dislike for work and will avoid it when he can.
2. Because of this human characteristic of dislike for work, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Of course, these assumptions aren't set out or stated, but if we examine how organizations are structured and policies, procedures, and work rules established, we can see them operating. Job responsibilities are closely spelled out, goals are imposed without individual employee involvement or consideration, reward is contingent on working within the system, and punishment falls on those who deviate from the rules as established. These factors all influence how people respond, but the underlying assumptions or reasons for them are seldom tested or even recognized as assumptions. The fact is that most people act as if their beliefs about human nature were correct and require no study or checking.

This set of assumptions about people may result in very contrasting styles of management. We may see a "hard" or "soft" approach to managing, but both approaches will be based on these ideas set out above. One theory "X"manager may drive his men at their work because he thinks that they are lazy and that this is the only way to get things done. Another may look at his men in the same way, but he may think the way to get lazy people to work is to be nice to them, to coax productive activity out of them.

This view of man was characteristic of the first half of the twentieth century, which had seen the effects of Frederick Taylor's scientific management school of thought. His focus had been on man as an aspect of the productive cycle much like that of a piece of machinery, and it had allowed for advances in productivity. Yet it was out of this managerial climate that tended to view man as an interchangeable part of a machine--as a machine element that was set in motion by the application of external forces--that the "human relations" view grew and the behavioral science school developed.

I must hasten to add that the application of understandings of human behavior from the behavioral sciences is not an extension of the human relations focus of the 1940's and 1950's. These two grew up separately. One might construe that the human relations view of handling people prevalent at that time was manipulative and merely a "soft" theory "X" approach.

THEORY Y

Another view of man not necessarily the opposite extreme of "X" was called "Y" or theory "Y." This set of assumptions about the nature of man which influenced manager behaviors is set out below.

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-control in the service of objectives to which he is committed.
3. Commitment to objectives is dependent on rewards associated with their achievement. The most important rewards are those that satisfy needs for self-respect and personal improvement.
4. The average human being learns, under proper conditions, not only to accept, but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

It is important to realize that this is not a soft approach to managing human endeavor. Examined closely it can be seen as a very demanding style; it sets high standards for all and expects people to reach for them. It is not only hard on the employee who may not have had any prior experience with the managerial behaviors resulting from these assumptions, but it also demands a very different way of acting from the supervisor or manager who has grown up under at least some of the theory X influences in our culture. While we can intellectually understand and agree with some of these ideas, it is far more difficult to put them into practice. Risk-taking is necessary on the part of the manager, for he must allow employees or subordinates to experiment

with activities for which we may feel they do not presently have the capability. The learning and growth from this opportunity may handsomely reward the risk.

The focus of a Y manager is on man as a growing, developing, learning being, while an X manager views man as static, fully developed, and capable of little change. A theory X manager sets the parameters of his employees' achievements by determining their potentialities in light of negative assumptions. A theory Y manager allows his people to test the limits of their capabilities and uses errors for learning better ways of operating rather than as clubs for forcing submission to the system. He structures work so that an employee can have a sense of accomplishment and personal growth. The motivation comes from the work itself and provides a much more powerful incentive than the "externals" of theory X.

A suggestion for your consideration is to make the same assumptions about others that you make about yourself, and then act in the appropriate manner. You might be pleasantly surprised.

SUPERVISORY ATTITUDES: THE X-Y SCALE

Part I

Directions: The following are various types of behavior which a supervisor (manager, leader) may engage in in relation to subordinates. Read each item carefully and then put a check mark in one of the columns to indicate what you would do.

If I were the supervisor, I would:	Make a Great Effort to Do This	Tend to Do This	Tend to Avoid Doing This	Make a Great Effort to Avoid This
1. Closely supervise my subordinates in order to get better work from them.				
2. Set the goals and objectives for my subordinates and sell them on the merits of my plans.				
3. Set up controls to assure that my subordinates are getting the job done.				
4. Encourage my subordinates to set their own goals and objectives.				
5. Make sure that my subordinates' work is planned out for them.				
6. Check with my subordinates daily to see if they need any help.				
7. Step in as soon as reports indicate that the job is slipping.				
8. Push my people to meet schedules if necessary.				
9. Have frequent meetings to keep in touch with what is going on.				
10. Allow subordinates to make important decisions.				

Directions: Read the descriptions of the two theories of leadership below. Think about your own attitudes toward subordinates, and locate on the scale below where you think you are in reference to these sets of assumptions.

THEORY X ASSUMPTIONS

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike for work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

THEORY Y ASSUMPTIONS

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means of bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns under proper conditions not only to accept but also to seek responsibility.
5. The capacity to exercise a high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life the intellectual potentialities of the average human being are only partially utilized.

Indicate on the scale below where you would classify your own basic attitudes toward your subordinates in terms of McGregor's Theory X and Theory Y.

A TASK-PERSON ORIENTATION IN SUPERVISION

Rationale

One of the most popular models for assessing the supervisory relationship is the Task/Person one, in which an estimate is made of the degree of concern that the supervisor feels for accomplishing a task versus for the morale and comfort of the people involved.

The following exercise uses the Task/Person model and emphasizes the importance of both task and person concerns in developing a concept of shared supervision.

Objectives

1) Each student will understand the Task/Person model and be aware of his own values and role in the supervisory capacity as reflected in this model.
2) Each student will have further information to provide for developing a personal plan for supervisory growth in a later unit.

Teaching Learning Activities

The instructor will review the idea of use of models to make decisions about supervisory growth, and will then introduce the idea of the Task/Person model, eliciting discussion and examples.

He will then ask the students to complete the attached questionnaire as honestly as possible with respect to

their own supervisory situation, whether they are supervisors currently, or if not, how they would behave if they were a supervisor.

He will then take the students through the scoring procedure according to the materials attached and help each student to interpret the results in terms of his own supervisory role.

Small groups will be formed to discuss the implications and applications and to make sure that the information becomes available for use in the subsequent unit. If time permits, discussion can center on the questionnaire, developing an understanding of the appropriateness of the task or person approaches. The instructor should make the point that there is no one most appropriate supervisory style, and that the skilled supervisor chooses a style which is appropriate to the situation.

T-P LEADERSHIP QUESTIONNAIRE

The following items describe aspects of leadership behavior. Respond to each item according to the way you would be most likely to act if you were the leader of a work group. Circle whether you would be likely to behave in the described way (A) Always, (F) Frequently, (O) Occassionally, (S) Seldom or (N) Never.

If I were the leader of a work group....

1.	I would most likely act as the spokesman of the group.	A F O S N	_____
2.	I would encourage overtime work.	A F O S N	_____
3.	I would allow members complete freedom in their work.	A F O S N	_____
4.	I would encourage the use of uniform procedures.	A F O S N	_____
5.	I would permit the members to use their own judgment in solving problems.	A F O S N	_____
6.	I would stress being ahead of competing groups.	A F O S N	_____
7.	I would speak as a representative of the group.	A F O S N	_____
8.	I would needle members for greater effort.	A F O S N	_____
9.	I would let the members do their work the way they think best.	A F O S N	_____
10.	I would try out my ideas in the group.	A F O S N	_____
11.	I would be working hard for a promotion.	A F O S N	_____
12.	I would be able to tolerate postponement and uncertainty.	A F O S N	_____
13.	I would speak for the group when visitors were present.	A F O S N	_____
14.	I would keep the work moving at a rapid pace.	A F O S N	_____
15.	I would turn the members loose on a job and let them go to it.	A F O S N	_____

T-P LEADERSHIP QUESTIONNAIRE

16. I would settle conflict; when they occur in the group.	A F O S N	_____
17. I would get swamped by details.	A F O S N	_____
18. I would represent the group at outside meetings.		
19. I would be reluctant to allow the members any freedom of action.	A F O S N	_____
20. I would decide what shall be done and how it shall be done.	A F O S N	_____
21. I would push for increased production.	A F O S N	_____
22. I would let some members have authority which I could keep.	A F O S N	_____
23. Things would usually turn out as I predict.	A F O S N	_____
24. I would allow the group a high degree of initiative.	A F O S N	_____
25. I would assign group members to particular tasks.	A F O S N	_____
26. I would be willing to make changes.	A F O S N	_____
27. I would ask the members to work harder.	A F O S N	_____
28. I would trust the group members to exercise good judgment.	A F O S N	_____
29. I would schedule the work to be done.	A F O S N	_____
30. I would refuse to explain my action.	A F O S N	_____
31. I would persuade others that my ideas are to their advantage.	A F O S N	_____
32. I would permit the group to set its own pace.	A F O S N	_____
33. I would urge the group to beat its previous record.	A F O S N	_____
34. I would act without consulting the group.	A F O S N	_____
35. I would ask that group members follow standard rules and regulations.	A F O S N	_____

T _____ P _____

T-P LEADERSHIP QUESTIONNAIRE

Scoring Procedure

A. Circle the item number for items 8, 12, 17, 18, 19, 30, 34, and 35.

B. Write a "1" in front of the circle items to which you responded S (Seldom) or N (Never).

C. Write a "1" in front of items not circled to which you responded A (Always) or F (Frequently).

D. Circle the "1 's" which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24 26, 28, 30, 32, 34, and 35.

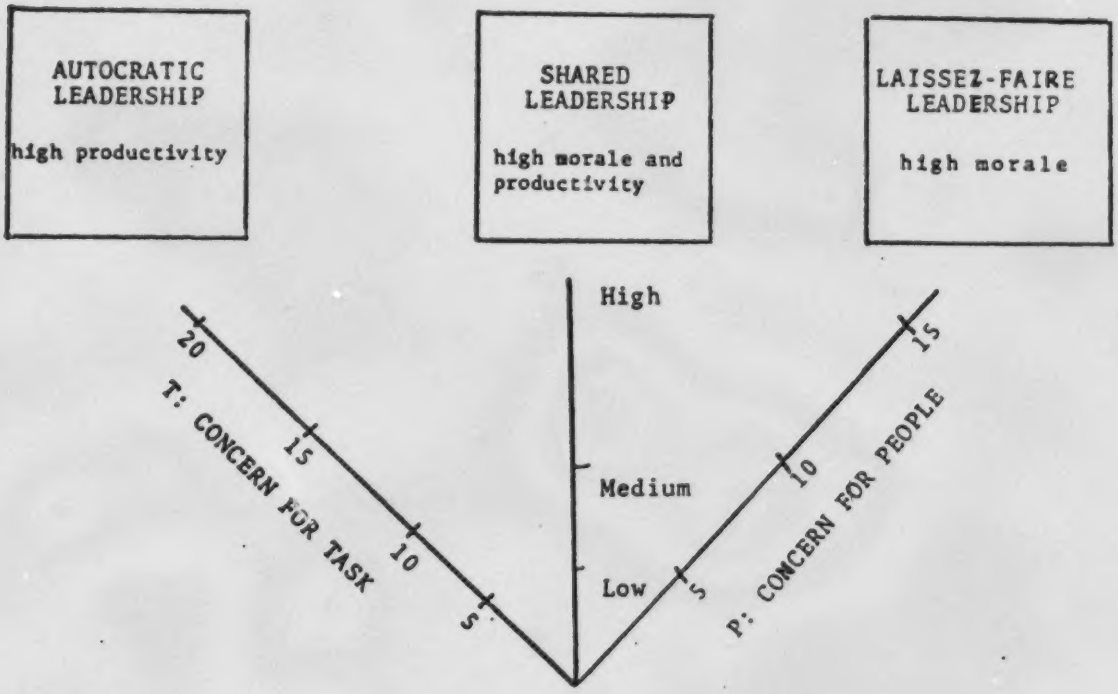
E. Count the circled "1's." This is your score for concern for people. Record the score in the blank following the letter "P" at the end of the questionnaire.

F. Count the uncircled "1's." This is your score for concern for task. Record this number in the blank following the letter "T".

LEADERSHIP STYLE PROFILE SHEET

INDICATING A LEADERSHIP STYLE:

Directions: In order to indicate your style of leadership, find your score on the concern for task dimension (T) on the left-hand arrow. Next, move to the right-hand arrow and find your score on the concern for people dimension (P). Draw a straight line that intersects the P and T score; the point at which that line crosses the team leadership arrow indicates your score on that dimension.



SHARED LEADERSHIP RESULTING FROM
BALANCING CONCERN FOR TASK AND CONCERN FOR PEOPLE

LEAD - A THREE DIMENSIONAL MODEL OF SUPERVISION

Rationale

Unfortunately, many of the models of the supervisory role consider only two dimensions of leadership, such as Task and Person, or assumptions based on McGregor's X or assumptions related to McGregor's Y.

The essence of good supervision, however, and of being appropriately supervisied, consists in the selection of a reasonable and effective supervisory style for the particular situation; thus, having a third dimension.

The attached material utilizes the idea of the appropriateness of the situation in developing a three dimensional model to help students understand that different situations; different individuals, different times and other criteria each demand a different supervisory style. There is no easy answer to the question, "Should I be an X leader or a Y leader"; "Should I be a Task Leader or a Person Leader"? The answer depends on the situation.

Objectives

1) Students will understand the situational dynamics involved in the selection of a leadership style, and have a beginning personal matrix framework for the appropriate use of a supervisory style according to the situation.

2) Students will have further information about their own leadership styles particularly with regard to the situation, on which basis they will develop a personal plan for growth in supervision in a later unit.

Teaching-Learning Activities

The instructor will introduce the idea of the importance of a situational answer to supervisory style by using the following matrix.

LEADERSHIP STYLES — LEADERSHIP SITUATIONS

	Type of Person Supervised	Time Available	Program Objectives	Supervisor Values	Etc.
TELLING					
SELLING					
PARTICIPATING					
DELEGATING					

The general theme of this exercise is there can be no right answer in terms of supervisory style unless one knows the situation, the people involved, and a number of other criteria. The skill of leadership is knowing the situation, having a large repertorie of responses, and selecting the appropriate response for the situation.

The instructor will then ask the students to complete the LEAD questionnaire, Leader Effectiveness and Adaptability Descriptions, answering the twelve questions according to their best estimate of the proper leadership style.

The instructor will then instruct the group in scoring the questionnaire as indicated on the attached sheet and in interpreting the results. In general, the instrument assumes that of the four leadership styles illustrated; Telling, Selling, participating and Delegating; each is appropriate under certain circumstances.

The student is thus asked to select the style appropriate to the situation and gets a score not only for the general styles that are used, but also for the effectiveness of his decision about the appropriateness of the style for the situation.

The result will be interpreted according to the student's own leadership functions. Small group and total group discussions will follow regarding implications and applications on-the-job.

The results should be recorded by the student for application in the following unit about developing an improved set of leadership skills.[1]

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[1] The materials for this unit are copyrighted and are available from Learning Resources Corporation, 7594 Eads Ave., La Jolla, California 97037. The rationale is described in detail in Management of Organizational Behavior, Second Edition, Paul Hersey and Kenneth H. Blanchard, Prentice Hall, Inc., Englewood Cliffs, N. J., 1969.

A PERSONAL PLAN FOR IMPROVEMENT IN SUPERVISORY STYLE

Rationale

Based on the concept of experiential learning, this unit will culminate the section on supervision. It represents a general attempt to help students understand as clearly as possible their own supervisory styles, set goals in terms of desired supervisory skills, and develop a plan to help them improve in all regards.

Objective

Each student, at the completion of the class, will have a written plan for improving his supervisory style including a diagnostic assessment of his present situation, goals for his supervisory role in the future, and a series of action steps planned to accomplish the goals.

Teaching-Learning Activities

The instructor will introduce or review the idea of a planning model, used in previous units, as follows:

1) Diagnosis - A complete review of a current situation
2) Goal Setting - Where do I want to be at the end of a certain time, be it six months, a year, two years or more. What supervisory skills or roles do I wish to have at a given point in the future?

3) Action Steps - Given the two above, (here is my current situation and here are my goals), what activities or steps should I undertake in order to accomplish those goals?

The instructor will then review the results of the previous units dealing with supervision and leadership, including the McGregor XY exercise, the Task/Person questionnaire, and the Three Dimensional Leadership Questionnaire. He will also ask each student to think through his own leadership styles in terms of FIRO-B, a previously undertaken exercise.

Students will then be asked individually to write several paragraphs about their current leadership situation based on that data, as well as their own knowledge of themselves. They should also include information about their role and the activities they undertake in a supervisory fashion on a day-to-day basis.

Students will then share this information in small groups, gaining clarification and a complete understanding of their own supervisory styles.

Students will then be asked to individually set some of their own goals, to write about their future in a supervisory situation; to plan what the future would be like, to envision themselves months or years ahead in a supervisory role.

After sharing the goals with other students, for clarity and completeness, students will then develop an individual Action Plan based on their current situation and on their goals. Given the current situation and the goals, what will they do in terms of taking courses, providing themselves with different experiences, improvements on the job, different attempts at supervisory skills, etc., in order to accomplish the goals as they defined them? The steps will be shared with other students for clarification and comprehensiveness and for further ideas. The action plan can be put into priority order as previously described according to importance or feasibility and the steps defined in as much detail as time allows.

Thus each student will finish the class with a completed action plan based on the diagnosis of supervisory skills, goal setting, and the specific definition of steps.

III. LESSON PLANNING AND CURRICULUM DEVELOPMENT FOR THE COOPERATIVE EDUCATION TEACHER

The material which follows is a guide for the use by Cooperative Education teachers, in curriculum development.

Curriculum development (or instructional design, or simply lesson planning - different words for essentially the same process) is an important prerequisite to effective instruction, and a crucial portion of a teacher's role. This material is a structure and a form to help you with instructional planning and thus increase your effectiveness as a teacher.

Principles of Learning

It is important to base the planning of instruction on some sound educational principles. These principles should be developed out of the teacher's own experience, but here are a few of the ideas that seem to be important when one is planning any sort of an educational program.

Experiential Learning

Experiential learning, discussed earlier, is a useful and particularly important approach in dealing with cooperative education students. By experiential, I mean not merely the experience which the student has, but rather that experience developed into internalized learning and to the extent possible, resulting in changed behaviors.

In this respect, the teacher is not only a giver of information, but also a facilitator of the sharing of information among the students, or emphasized throughout this handbook, and one who helps the student to learn from his own experiences.

Perhaps the most lyric description of this type of role was given by Kahlil Gibran in his book, The Prophet:

> "Then," said a teacher, "speak to us of teaching,"
> "And he said:
> 'No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.
> The teacher who walks in the shadow of the temple among his followers gives not of his wisdom but rather of his faith and lovingness.
> If he is indeed wise, he does not bid you enter the house of his wisdom but rather leads you to the threshold of your own mind.
> The astronomer may speak to you of his understanding of space, but he cannot give you the ear which arrests the rhythm nor the voice that echoes it.
> And he who is versed in the science of numbers can tell you of the regions of weight and measure, but he cannot conduct you thither.
> For the vision of one man lends not its wings to another man...."

Gilbran's words seem especially relevant to the Cooperative Education student, whose maturity and everyday experiences provide a rich basis for learning.

Learning Modes

Without diminishing the importance of the cognitive or the intellectual in learning, a competent teacher also will attempt to emphasize the affective, or the emotional domain. Since attitudes, values, and feelings all contribute to learning, they need to be considered in the planning and implementation of any educational program and in the provision of a relevant atmosphere.

Skills and Knowledge

In addition to knowledge ABOUT a topic, such as accounting as interpersonal communications, we must emphasize skill development in the topic itself. Knowledge through lectures, books, films, and other learning media is important, but unless the students can translate that knowledge into their own behaviors, the knowledge is of little consequence.

Developmental Nature

Any classroom or training program should be developmental in nature rather than composed of discrete and unrelated pieces. The material should also be based clearly on the participants' needs. A competent, facilitative teacher also plans so that a class does not end at the conclusion of a given time period. but rather has implications for continued learning and growth

both in time and scope. The mechanism for this might be the development of some sort of action plan, as illustrated in this handbook, for the student to follow in transcending the class itself.

Individualization

It is important that different needs on the part of the students be recognized and that the class is responsive to those individual needs. A competent cooperative education teacher places emphasis on helping each student to assess his own individual learning needs, and to plan activities which help the student to fulfill those needs as completely as possible.

Two-Way Process

The educational setting in the classroom should be as two-way as possible, avoiding the didactic, or the simple "I know something and you don't, so here it is." The students should be involved in a genuine dialogue. Students usually find this approach not only more interesting and exciting, but also learn more as a result.

Student Needs

Educational programs should be based as clearly as possible on student needs. Within the general framework of the title of the course or program, students have a variety of needs and concerns. The competent teacher should elicit as much

information as possible about what the specific needs are, and tailor the teaching learning activities accordingly.

Excitement

Learning should be an interesting, exciting, and fulfilling experience, and it is very much the responsibility of the teacher to see that it is as exciting and interesting as possible. The teacher's own enthusiasm goes a long way, but in addition, he needs interesting presentations, a variety of approaches, and a host of appropriate activities. The good teacher is at least partly a showman.

Involvement

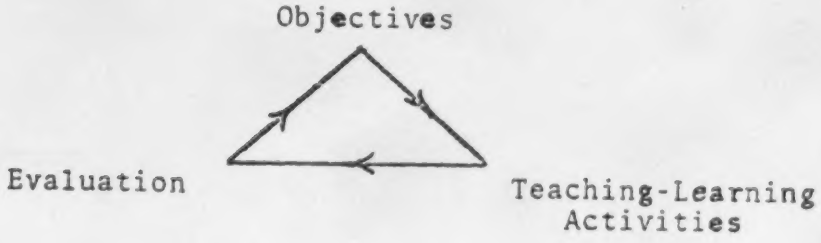
It is important that students feel a sense of involvement in the process. They need to <u>know</u> that class objectives are really <u>their</u> objectives, that the classes are planned specifically with <u>their</u> needs in mind, and that <u>their</u> views are important to the teacher.

Procedures For Planning

Curriculum development, or its less extensive manifestation, lesson planning, can be an extremely complex activity, but carefully done, it can be much simplified and very useful in providing relevant and exciting instruction. It should be seen as a series of steps, avoiding getting "hung up" in the details of any one part. As a result of good lesson planning, a teacher can utilize instructional time much more effectively than is usually the case.

The following model is a representation of a three-step approach, starting with a definition of the objectives, moving to instructional activities, and then to evaluation. Graphically, it looks like this:

Institutional and Program
Philosophy & Goals



Ideally, the process becomes a self-regulating feedback loop, continually adjusting the curriculum according to its measured effectiveness in terms of student learning. The planning model might be applied either to an entire course or to a one-or-two-hour session and is useful regardless of the extent of program development which has already been accomplished.

Objectives

The most appropriate and useful objectives are known as performance objectives, which explicitly state what the student will be able to do at the end of a period of time. They are future-oriented, measurable, and written in terms of what the student or teacher will *do*. Performance objectives are most useful if student-perceived needs are the basis of

their development; objectives should be the students' objectives, not necessarily the teacher's objectives. Characteristics of a well-defined and useful objective include:

a. The objective is future oriented, describing an anticipated outcome.
b. The subject of the objective is the learner.
c. The verb in the performance objective should describe observable behavior.
d. An objective should be relevant, particularly to the student's own described needs.
e. An objective should be of reasonable scope; big enough to be important and worthwhile, small enough to be obtainable.

But objectives are useful only if they determine instructional activities.

Teaching-Learning Activities

After the objectives are defined, the next step is the design of the learning activities to be utilized in having the students reach those objectives. Designing interesting and effective activities is a complicated process and the craft of the teacher. Unfortunately, knowledge of the content - management, business administration or whatever - does not imply a high level of teaching skill nor knowledge of a wide variety of useful methods.

In objective-based instruction, helpful criteria are provided to the teacher for developing and organizing instructional activities. Learning should relate to delivering one or more of the stated objectives. If the majority of the activities cannot be tied back to one of the stated objectives, there is little hope that the objective can be achieved. If the objectives and activities are not correlated, then either the activities or the objectives need to be modified.

A large variety of teaching methods are available and should be considered for use by the teacher. Which method one chooses is a question determined by a number of criteria including the teacher's skill, length of time available, the nature of the materials available and other factors.

Teaching methods include reading, lectures, discussion-lectures, discussion, case studies, role-playing and other simulations, use of test instruments, field trips, films, video tapes, the use of guest instructors and many others.

It might be useful for the teacher to build a model or plan, juxtaposing teaching methods against the criteria for the selection of a method as follows:

	Reading	Lectures	Experiential Lectures	Discussion Groups	Case Studies	Role Playing	Instrumentations	Structured Efficiencies	Field Trips	Films	Video Tapes	Guests
Teacher's Skill Limited Extensive												
Time Available Lots Little												
Nature of Objectives Cognitive Affective												
Etc.												

Evaluation

Evaluation is an important activity, the mechanism by which the instructor gets feedback from the students. This information should influence the triangular pattern; the relationship of objectives to activities to evaluation.

Methods of evaluation include, but are not limited to, testing of students. The purpose of testing students should be to determine whether or not the instruction is effective and how the instructional design should be revised, as well as to provide feedback to students about their performance.

A variety of evaluation techniques, both formal and informal, can be used. They might include paying careful attention to nonverbal feedback from the students, such as body position and facial expression; the use of questionnaires or simply asking for information about the program or instructor's technique. Informal discussions about the activities used in the accomplishment of the objectives can be helpful, and it is crucial to gain the students' trust in order for them to provide useful evaluation data.

The following instrument has been designed as a checklist for classroom observations. It is intended to be of particular use in the Cooperative Education class. It might be used by the teacher alone, by another teacher who has been asked for feedback, a supervisor or dean, or the teacher might ask the students to use it as an evaluation instrument.

I Practical items and the general atmosphere

a. Describe the furniture arrangement and the position of people.

b. Describe the activity or movement in the room.

c. In terms of the general atmosphere, how would you describe the session?

1. Intense ... Passive

1 2 3 4 5

Circle One

2. Collegial Atmosphere ... Authoritarian Atmosphere

1 2 3 4 5

Circle One

II Roles and Relationships

a. Teacher as Presenter of Information ... Teacher and students as co-learners

1 2 3 4 5

Circle One

b. Student as a Resource to himself and other students ... Student as an "empty jug" to fill

1 2 3 4 5

Circle One

c. Teacher as expert ... Teacher as Facilitator

1 2 3 4 5

Circle One

d. Communication

1. Describe teacher-to-student communication.

2. Describe student-to-student communication.

3. Describe the quality of the teacher's listening to and handling of students' questions.

III Teaching Techniques

a. Describe the teaching technique used (lecture, group discussion, film, etc.)

b. Were the objectives of the lesson clear, and either the stated objectives of the students, or the students had "bought in"?

c. Was the teaching technique in use appropriate to the objectives?

d. Were the teacher's instructions and presentations clear and unambiguous?

e. What was the grouping? (Total group, groups of two, etc.)

f. Was there any evidence of variety and flexibility in the techniques used?

g. Did the instruction appear to build on the day to day experiences of the students?

IV Describe a major strong-point of the session.

V Describe a major weak point of the session.

VI Additional Comments

AztecPress

On-the-job learning part of co-op's duty

By Peg Goldman

If you say, "education is for having a job," Ed Johnson of Pima Colleges Cooperative Education Department (CED) would add, "and having a job is for education."

The office, shop, assembly floor, lab, your living room and your neighborhood are no less classrooms than traditional ones with textbooks and chalk, Johnson believes.

"It's a matter of learning how to learn from them," Johnson said. "How to take experiences of work and really, of life – look at them, ask questions, come up with new answers and make new decisions."

To help students do that is the far-reaching goal of the cooperative education department, said Johnson.

On a daily level, a student enrolled in the three credit-hour CED 198 or CED 199 develops a resume, experiences role-plays, interview situations and discusses common on-the-job, person-to-person problems.

Beyond the two-hour co-op seminar per week (for the first half of the semester only) and at least three credit-hours in traditional classroom study, each student is required to spend 15 hours at a job or volunteer experience in his field of study. It may be the student's current job or one developed for him by the CED.

Until recently, cooperative education served only students in the trades such as secretarial services. Because of a grant received last summer, Johnson and others are now also developing jobs for liberal arts students. The political science major may find himself working on a research project for city councilmen or an aspiring librarian may catalogue books.

Johnson said that public service agencies, libraries, museums and all sections of the work world may be tapped for the experiences they can provide the young or older student first checking out their career goals in that real world or those returning to school, testing the waters in a new area of work.

Johnson quoted the findings of Studs Terkel in "Working" saying "current statistics are grim. The number of people who punch the clock eagerly is dismally low a sobering fact, considering that a lifetime of work is ahead for all for almost all)."

APPENDIX 2.2

Tax Shelter Annuity Agreements Due

All faculty-staff tax shelter annuity agreements must be renewed each yea in an annuity program, the salary agreement form must be submitted by Septembe

New W.C. Library Hours

West Campus library hours for fall semester will be:

Monday thru Thursday - 8 a.m. to 9 p.m.
Friday - 8 a.m. to 5 p.m.
Saturday - 9 a.m. to 12 p.m.

Staff Council Meeting--August 12

Minutes of July 8, July 14, and July 22 were approved with corrections to July 22.

Committee Reports:

Newsletter, Isabel Auen: Written suggestions were distributed and discussed. Sept. 1 was set as date to submit material to Media Dept./Print Shop.

Staff Development, Carl Blanton: Critique and discussion of recent workshop. All comments received were very positive and complimentary. The next event in the program will be by Dr. Gibson, starting in September. These are evening classes and will be offered for credit through the Community Campus. Every 5 topics/classes will earn 1 credit with 3 credits or 15 topics/classes as a maximum.

Presentation: Dr. Art Evans discussed various aspects of the upcoming United Way Campaign. At his request the Council made several suggestions for the campaign.

Chairman's Report: Our chairman, Larry Chapman, announced that due to personal and academic responsibilities he must vacate the chair. The motion was made and seconded to accept his resignation. A further motion to waive attendance requirements for Chapman was made and seconded. This will allow him to remain a Council member and attend meetings as his time schedule permits, without violating attendance requirements. Vivian Ries, vice-chairperson, will temporarily assume the duties of chairperson.

STUDENTS

Co-op Jobs Available at IBM

The cooperative education program again has available a number of jobs for students at IBM. The jobs are for cooperative education students only. In order to become a co-op student, one needs merely to register for CED-198 or CED-199, cooperative education. The jobs pay about $4.00 an hour and are in a variety of fields, including accounting, recreation, management, computer science and office education. Any interested students should contact Ed Johnson or Suzanne Konic at the Downtown Campus (6541) for further information and application procedures.

EQUAL OPPORTUNITY EMPLOYER M/F/H

Inter-OfficeMemorandum
PimaCommunityCollege

To: Registration Counselors and Advisors Date: 1/7/81

From: Ed Johnson, Cooperative Education Downtown Campus Response Due By:

Subject: A NEW PROGRAM, COOPERATIVE EDUCATION IN THE LIBERAL ARTS

As a result of a recent federal grant, we are now offering Cooperative Education to all students, not only those who are normally classified as in vocational programs. We are currently beginning a job development process, specifically for the liberal arts students, and are looking for students who are interested in taking part in the program.

If you are aware of any students who are working or wish to work in an area that might be called liberal arts, (that is, anything that is not normally considered vocational), I'd be pleased to have you suggest that they register for CED-198, Cooperative Training-Liberal Arts Data Codes 10523 (1:10-3:00 PM Thursdays), or 82273 (7:10-9:00 PM Thursdays). If scheduling is a problem, you might suggest that the student register anyway, even if it is a conflict, and see me about an alternative arrangement.

The program is an attempt to connect, for the students, the world of work with their academic program, giving them an on-the-job experience relevant to their educational and career goals. In the associated coop class I will help students with job-finding-and-keeping skills such as writing a resume and taking an interview, with career planning, with human relations on the job, and other issues important in the working world.

If you or any of your students have any questions, I'd be pleased to have you call. The number is #6541, and either Suzanne Konic, our new program secretary, or I will be glad to explain further.

PEJ/sk

Inter-OfficeMemorandum
PimaCommunityCollege

To: Coop Ed - Liberal Arts Staff Date: 1/28/81

From: Ed Johnson Response Due By:

Subject: THE ENCLOSED MINUTES & OUR NEXT MEETING

I was delighted with our meeting, and pleased with the enthusiasm and skill that you all bring to it. I am looking forward to an excellent semester and a program that will really be of benefit to a substantial number of students.

I am adding Ernie Oppenheimer to the group, and have either put in RPA's or requested associate faculty contracts for you, for $900 each, for the spring semester. Since there was a variety of ways in which you wished to be paid, I attached a note and hope that it will all work out. I'll follow it up the best I can.

Our next meeting will be Friday, January 30th, 11:00 AM at the East Education Center, Room 105. Let's, again call it a general information meeting with everybody reporting briefly on their activities from the past week; any jobs that you have found, students that you know of who are looking for jobs, and other items. I'll try to let you know how it is going from my perspective.

PEJ/sk

Attach.

Inter-OfficeMemorandum
PimaCommunityCollege

DATE: February 13, 1981

TO: Job Developers, Coop Lib. Arts Spring Semester

FROM: Ed Johnson, Coop Education

SUBJECT: A Few Odds & Ends

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1. Our next meeting will be at 3:00 on Tuesday, February 24, at the Downtown Campus CC-124. I looked over the schedules and this seems to be a reasonably comfortable time for most people. If it's not possible, please let me know and I'll try to work out something different.

2. I've enclosed a copy of the Spring Semester RPA for each of you that we submitted. If there's any problem with this let me know. I had to go with the RPA's rather than associate faculty contracts, but dated it from the early summer for those who wished.

3. I've enclosed copies of a draft brochure that we can discuss at the next meeting and finalize at that time. We can also discuss the use of the draft forms we sent to you with the last minutes.

4. I'll be going to a Western Cooperative Education Association (WACWEE) meeting in Las Vegas at the end of this week, doing a workshop, and hopefully talking with a number of people about new approaches in Coop. The most important attendee from my perspective will be Morris Brown, our man in Washington, the Director of the Coop Division, and of course, the person responsible for refunding our program. I will buy him a drink or two.

5. I've set up a tentative meeting time for East Campus students in the Liberal Arts Coop Program, for Wednesdays - not every week - but probably alternate weeks - starting February 18 at 2:00 p.m. I'll meet with Mickie Swazey in the Student Lounge at that time, and would be glad to have any others who would find this more convenient than attending the regular class or who wants to know about the program.

Continued -

Inter-OfficeMemorandum
PimaCommunityCollege

Date: 2/13/81
To: Job Developers, Coop Lib. Arts Spring Semester
From: Ed Johnson, Coop Education
Subject: A Few Odds & Ends

---

6. We are doing the layout for the business cards for Coop Education in the Liberal Arts. It will include the following:

   - The Pima Logo
   - Pima Community College
   - Coop Education in the Liberal Arts
   - Name of staff person
   - Phone number of staff person

   Will you please specify, by returning the bottom portion of this memo to Suzanne, your preferences as to:

   a) whether you want your card to include your campus location;
   b) whether you want your card to include your home phone number.

7. I have one very talented student with lots of secretarial experience - types 70 wpm, takes shorthand at 100 wpm, is familiar with mag card, tramscription equipment etc., and is interested in a job in a Real Estate/Property Management firm. Can you find anything for her? Part-time, if possible.

PEJ/sk

Name of staff person _____

Campus location to be on business card? _____ Yes _____ No

Home phone number on business card? _____ Yes _____ No

If appropriate, your home phone no. _____

Inter-OfficeMemorandum
PimaCommunityCollege

APPENDIX C

TO: Liberal Arts Faculty DATE: 3/12/81

FROM: Ed Johnson, Coop Education

SUBJECT: More Information About the Coop/Liberal Arts Program

---

We are progressing well in finding jobs and students for the Liberal Arts/Coop program. Appropriate jobs are at a premium, however, and I would be most appreciative of your letting me know if you are aware of jobs suitable for liberal arts students.

You also might be willing to let your students know of a variety of volunteer positions that are avilable with the City of Tucson. Although unpaid, they can provide an excellent experience and sometimes lead to paid jobs. Currently those positions include:

English-to-Spanish Translator
Neighborhood Center Facilitator
Information Specialist (Dept.of Human & Community Developmt.)
Drafting Person
Construction Contract Interviewer
Housing Market Analyst

For more information about these positions, students can contact Mary Memedova, on the East Campus (X6580).

I would be pleased to have any students join the coop classes, according to the following schedule.

If there's any more information that we can provide please be sure to contact me at 6541.

Continued -

PEJ/sk

TO: Liberal Arts Faculty

3/12/81

SUBJECT: More Information About the Coop/Liberal Arts Program

DTC CL-107
1:10 - 3:00 p.m.
7:10 - 9:00 p.m.

WC CBS-205
5:00 - 6:30 p.m.

EEC RM-103
2:00 - 3:30 p.m.

Date	Topic
3/12/81	Communication of Plans: Hollow Square Exercise
3/26/81	Time Management
4/2/81	Negotiation - The Blue-Green Game
4/9/81	Interpersonal Relationships on the Job: FIRO-B
4/16/81	Decision Making on the Job: A Trip to the Moon
4/23/81	Leadership & Supervision: The LEAD Model
4/30/81	Personal Health, My Career: A Questionnaire
5/7/81	Review, Evaluation of Coop

Date	Topic
3/23/81	Internal/External preplanning exercise
4/7/81	The Resume and a Role-Play of Job interviews
4/21/81	Interpersonal Relationships on the Job: FIRO-B
5/4/81	Personal Health, My Career: a Questionnaire

Date	
3/25/81	The Resume and a Role-Play of Job Interviews
4/8/81	Interpersonal Relationships on the Job: FIRO-B
4/22/81	Personal Health, My Career: A Questionnaire
5/6/81	Time Management

WORKSHOP REPORT
COOPERATIVE EDUCATION PROJECT
WESTWARD LOOK RESORT
May 12, 1981, 12:00-2:30 P.M.

PURPOSE: The general purpose of the workshop was to gather liberal arts faculty members and career counselors from the three campuses, to share information with them concerning the program for the year, and to elicit ideas from them for program directions. We also hoped for continuing support from the faculty and counselors in recruiting students into the Liberal Arts/Coop Program in the fall.

ATTENDEES: Forty-two people attended, representing all three campuses and all of the liberal arts faculty areas. Groups included liberal arts faculty, career and personal counselors from all three campuses, program personnel, including the part-time faculty job developers and some representative employers.

ACTIVITIES: After an excellent luncheon and much conversation about the program (for placemarkers we used the program brochure), Dr. Johnson introduced Dr. Jack Fuller, Vice President for Instruction, who spoke briefly about the role of Coop and was extremely supportive of the Coop Program.

Dr. Johnson then spoke briefly about the nature of the program, including a hisotry of Cooperative Education and the general objectives of the Coop Program, the activities that were undertaken during the year in the Cooperative Education Liberal Arts Program, and the results in terms of students involved, jobs found, and the curriculum manual that was produced.

He emphasized that one of the most important aspects of the program was helping students to find more fulfillment in the world of work, and the classroom activities which moved in that process direction. The broad issue then is not merely finding jobs for students, whereby they can apply their skills, but also to help students learn to learn, to become their own theoreticians, and to learn as deeply as possible from their own experiences.

A question and answer session was followed by small groups at the luncheon tables. Groups of about eight people were asked by Dr. Johnson to meet and talk among themselves, with one person as the recorder, writing their salient topics on newsprint. He asked

them to discuss the nature of the program, what appeared to be good about it, elements that should be left in, what different directions that might be taken, what suggestions they would have for another year.

RESULTS: The results of the small groups sessions, with some redundancy eliminated, included the following:

. There should be more publicity "in-house", with students, faculty - especially during registration, including the name of the program. There should be signs during registration, with a two-line description and a pocket for brochures. It's important to include liberal arts. Placement in jobs that fit, trying to match students' needs with the the job; integrated into the transfer program, should be included in the elective section in the catalog.

. Emphasize to students job-search skills, and that they will get help with resume writing, etc. Volunteer jobs are work experience too and have value.

. Set up close communication ties with Tucson Volunteer Bureau. Integrate module on volunteering into the liberal arts curriculum, as prelude to cooperative experience. In establishing jobs, use coop students to assist in the program itself, to lighten the load on program staff.

. Increase P/R work in the community, through service organizations, etc., through job developers and coordinators. More office space.

. Mailer announcing job experience related to your field. Coop class to all previously registered students. Times to coincide with registration (a little bit before so they have a chance to think about it.)

. Suggest coop as an alternative to withdrawing from school because they've gotten a job or need to get a job.

- Program staff coordinator coming to class or job developer representatives early in the semester.

- ESL (English as a Second Language) faculty teach foreign students the language of the job.

- Year-round internships; open-ended; generate more variety of paid businesses, connect the liberal arts program with business experiences, for example -Fourth Avenue Newsletter Neighborhood Association; shopping centers have cooperative activities to coordinate.

- Advertise a central clearing house information on positions, as they become available. Advertize to students that if they are employed, to take advantage of Coop. Use St. Luke's Home volunteers.

- P.R. at Departmental meetings, in liberal arts - what special qualifications?

- Look for jobs in arts, symphonies, Desert Museum, early childhood development, work-study students.

- ALC is available - pinpoint specifics for Coop students. Resume writing, module available for drop-ins.

- All in District check on resumes to see what each is doing, including Writing 150, Coop, Business courses, etc.

- Might find jobs in Drafting, Engineering and Architectural, Banking and Finance fields. City: part-time library, snack-bar, secretarial pool, offices.

- Be more assertive in visiting classes.

- Coop recruitment and retention are related to each other.

- Develop a slide tape presentation.

- Form a middle ground between vocational and liberal arts students.

- Extend unpaid internships to year-round activity, encourage students to open-ended entry.

- Generate/offer the widest variety of jobs placement experiences. There should be a central intake person in placement for faculty District-wide to share job opportunities, as they discover them, and for students who have jobs to connect with Coop for credit and/or other disciplines for credit. For example, history research project with History 201, Independent Studies, or students aides.

- Language students - encourage them to get credit for employment internships with travel agencies, financial institutions.

PEJ/sk

LINKAGES/

National Institute for Staff and Organizational Development/Kellogg Foundation Project
University of Texas, EDB 348, Austin, Texas 78712

Job fulfillment stressed in Coop program

Through funds received from the Bureau of Cooperative Education, **Pima Community College** has expanded its Cooperative Education Program to include all students.

The basic purpose of Coop is to connect people with the world of work and since Liberal Arts students will eventually find themselves in the work world, too, the program is trying to help them.

Coop, now staffed with six Liberal Arts faculty members employed on a part-time basis, is doing some job development and student recruitment in the Liberal Arts field. Although jobs are difficult to find, arrangements for some very useful positions have been made.

Students register for the Coop class worth three credits. The theme of the course is how to find more fulfillment in the work world and the job is only part of the course requirement. Class sessions deal with the concept of human relations in the working environment, planning, writing a resume, and taking a job interview.

Interpersonal skills—relating and communicating better with supervisors, customers, employees, and with other workers—are stressed as the learnable skills relevant to students. In planning, each student takes a hard look at his/her existing situation in terms of career and personal life, does some goal setting, and then develops an action plan appropriate to get from here to there.

In this Liberal Arts program, Pima is trying to go well beyond the traditional application on job skills that one learns in the classroom. Students become a part of an experiential cycle where they are helped to look at their total experiences, jobs as well as other experiences, and become their own theoreticians; to take a look at the world around them, and orchestrate their own resources. The point here is to become a learner rather than merely learned.

For further information, contact Dr. Philip E. Johnson, Pima Community College, Downtown Campus, P. O. Box 5027, Tucson, AZ, 85703, (602) 884-6788.

April/May 1981, Volume 4, No. 2

June 25, 1981

Ms. Sandra Anderson, Director
Cooperative Education
WESTARK COMMUNITY COLLEGE
P.O. Box 3649
Fort Smith, AR 72913

Dear Ms. Anderson:

Thank you for your letter requesting information about our Cooperative Education/Liberal Arts program, as mentioned in Linkages.

Pima College has been undertaking the traditional Cooperative Education program for the past ten years, but limited to vocational students. As a result of a grant from the Office of Education, we expanded it to include the liberal arts students this year.

I have enclosed a number of documents, workshop reports, minutes of meetings, etc. that might give you a better idea of what we're up to. I'll also send a copy of our completed final report, which should be finished by the end of September.

Also enclosed is a booklet that I recently completed describing the teaching techniques of a facilitative nature that I try to use in my classroom approaches.

Since the teaching handbook is essentially in process, I'd be appreciative of any thoughts you might have, comments or suggestions.

If there's anything further which I could supply to you I'd be happy to do what I can.

Sincerely yours,

Philip E. Johnson, Ph.D.
Coordinator
Cooperative Education

PEJ/sk

Enclosures - Workshop reports (Boston, Las Vegas, Denver, Tucson)
- Minutes (Feb.-April, 1981)
- Forms: (Job Opening, Student Available, Faculty Rept.)
- Coop Brochure
- Teacher's Handbook

Westark Community College

50 years of service — 1928-1978

RECEIVED
JUN 22 1981
COOPERATIVE EDUCATION

June 15, 1981

Dr. Phillips E. Johnson
Pima Community College
Downtown Campus
P.O. Box 5027
Tucson, AZ 85703

Dear Dr. Johnson:

I have read in the April/May 1981, Volume 4, No. 2, issue of Linkages an article about Cooperative Education at your college. I would appreciate receiving more information regarding your overall Cooperative Education program as well as the Liberal Arts area. Also, I would like to know how the class sessions for Co-op students are set up and how the contents of the classes are presented.

Thank you for your assistance in this request.

Sincerely,

Sandra Anderson

Sandra Anderson
Director, Cooperative Education

ct

Grand at Waldron • P.O. Box 3649 • Fort Smith, AR 72913 • (501) 785-4241

September 15, 1981

Mr. Chuck Green, Director
Cooperative Education
LAKE LAND COLLEGE
Mattoon, Illinois 61938

Dear Mr. Green:

Thanks for your letter and comments about the description of our program in the publication, "Linkage".

I've enclosed a copy of an article that I wrote recently for the Cooperative Education Journal, and some other material which is briefly descriptive of what we're up to.

I will send you a copy of what will be a rather voluminous annual report, as it is completed, towards the middle of October.

If in the meantime, you have any specific questions of if the enclosed materials raise any further concerns, I would be pleased to hear from you.

Sincerely yours,

Philip E. Johnson, Ph.D.
Coordinator
Cooperative Education

Enclosures: "Cooperative Education From A Teacher's Perspective"
Role Description
1-Set Coop Lib.Arts Staff Meeting Minutes Jan-April
Coop Brochure

PEJ/sk

LAKE
LAND
COLLEGE
MATTOON, ILLINOIS 61938 PHONE (217) 235-3131

September 3, 1981

Dr. Phillip E. Johnson
Pima Community College
Downtown Campus
P. O. Box 5027
Tucson, AZ 85703

Dear Dr. Johnson:

Just finished reading your interesting article on co-op in the Bi Monthly Publication, Linkage.

I would like to know more about your program and would be deeply appreciative if you could send me additional information.

I have been Director of our Co-op Program at Lake Land College in Mattoon since 1971 and keep looking for new ideas and ways to improve and facilitate our own program.

Thank you.

Sincerely,

Chuck Green
Director of Cooperative Education

hlg

PimaCommunityCollege DowntownCampus Post Office Box 5027 Tucson, Arizona 85703 (602) 884-6788

February 12, 1981

Ms. Louise Johnson, Director
Part-time and Summer Employment Placement Service
THE UNIVERSITY OF ARIZONA
Tucson, AZ 85721

Dear Cindy:

It was a delight to meet with you and find out about the University of Arizona placement program. I must admit to being really impressed. I sure wish I had all of those jobs listed on a bulletin board at Pima like you have there.

I have enclosed a copy of the article that I mentioned, and would be most appreciative of any feedback that you would be willing to give me about it.

Let me reiterate that if there is anything I can do to be of support to the U of A placement program I'll be more than happy to do so - particularly with the kind of class materail that I work with and the workshops we run. If you would be interested in coming down to meet some of our career counselors and seeing what kind of operation we have, I would be pleased to arrange it for you. Just call me and we'll set and give you the "cooks tour."

Again, if you have any jobs, either part-time or full-time, that you aren't able to fill and would like to make them available to us we would be more than pleased.

Thanks again, I will look forward to hearing from you.

Sincerely yours,

Philip E. Johnson, Ph.D.
Coordinator
Cooperative Education

enclosure - "Cooperative Education From A Teachers Perspective"

PEJ/gq

February 5, 1981

Frank Bonneville, Director
Cooperative Education
Engineering Building Room 125
UNIVERSITY OF ARIZONA
Tucson, AZ 85721

Dear Frank:

It was a delight for Jo Ann and me to meet with you and share some ideas about coop. I am really impressed with your program and the extent to which it's evolved so quickly. 'Sorry that we haven't connected earlier.

I have enclosed a copy of a faculty manual that I wrote this past summer, which might be of interest to you. I would be appreciative of any kind of feedback you could give me.

Also I appreciate your suggestion that we contact Cindy Johnson.

If you have any information about jobs in the Tucson area that might be appropriate for our Liberal Arts students (that you are not able to fill), I would certainly be pleased to hear from you. Our problem at the moment seems to be finding jobs rather than finding students.

If there's anything I can do for any of your students in terms of classes, I would be more than happy to do so. I'll also plan to invite you out to meet with our group later in the spring so that we can develop some continuity between the University and Pima programs.

Thanks again for your interest and let's keep in touch.

Sincerely yours,

Philip E. Johnson, Ph.D.

Enclosure

PEJ/sk

Pima Community College Downtown Campus Post Office Box 5027 Tucson, Arizona 85703 (602) 884-6788

October 1, 1981

Ms. Suzanne Jacobs, Director
Cooperative Education
OAKTON COMMUNITY COLLEGE
1600 Golf Road
Des Plaines, IL 60016

Dear Ms. Jacobs:

Thank you for your call about Coop programs at Pima College. I have enclosed some material that might be of interest to you.

I realize that this is minimal, but if there are any further questions you have or specifics that I can provide, I'd be more than happy to do so. We are particularly proud of the Liberal Arts program, which is currently beginning its second year of development. One of the flyers that I've enclosed describes it.

Thanks for your interest and don't hesitate to call or write, if you have any further questions.

Sincerely yours,

Philip E. Johnson, Ph.D.
Cooperative Education

Enclosures - Coop brochure
Coop Westward Look Workshop Report
Linkage Article

PEJ/gs

June 24, 1981

Mr. James Barrett
Director of Coop Education Project
ILLINOIS EASTERN COMMUNITY COLLEGES
233 East Chestnut Street
Olney, IL 62450

Dear Mr. Barrett:

Thank you for your letter and kind comments about my booklet concerning Cooperative Education. I'm glad it was of use to you.

I'm currently doing some revisions and submitting a similar manuscript to the Kellogg Foundation, which will be concerned primarily with facilitative teaching techniques for teachers of adults.

The other work to which you referred by Stanley and Sparks, is enclosed. It, along with mine, were part of a project last summer for the Arizona State Department of Vocational Education.

I hope that it is of use to you and would be pleased to hear from you again about the coop programs at Illinois Eastern and your comments about the materials.

Sincerely yours,

Philip E. Johnson, Ph.D.
Coordinator,
Coop Education

PEJ/sk

Enclosure - PCC Cooperative Education Student Handbook (Stanley & Sparks)

ILLINOIS EASTERN COMMUNITY COLLEGES
233 East Chestnut Street Olney, Illinois 62450 618-393-2982

BOARD OF TRUSTEES
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Director of Cooperative Education Projects

June 3, 1981

RECEIVED
JUN 9 1981
COOPERATIVE EDUCATION

Dr. Philip E. Johnson
Pima Community College
2202 West Anklam Road
Tucson, AZ 85709

Dear Dr. Johnson:

I have recently completed reading the copy of "Cooperative Education; A Teacher's Manual" which you sent to Mr. Ben Huntley of our community college district. I am most impressed with this manuscript. If more of us would put down in writing what we feel is necessary for Cooperative Education to be successful, there would be many more quality programs.

In your manual, you referred to a companion volume by Sparks and Stanley which is devoted to student oriented aspects of Co-op. Could you tell me how I might secure a copy either to borrow or purchase? Since our Co-op program is in its first year, I am trying to secure all the information I can in order to implement the best possible program for our students.

Ben Huntley is no longer with our community college district. As Ben possibly told you, he had very little work to do in order to have his Ph.D. completed, so he decided that he should work on that at this time. I'm sorry to see him leave but I understand.

If you could send me the information concerning the Sparks and Stanley material, I would appreciate it very much.

Sincerely,

James Barrett

JB:jk

APPENDIX 2.8
Aztec Story on Coop

February 4, 1981 Aztec Campus News

New program offers jobs for liberal arts students

By DAVID BISCHOFF
Aztec News Editor

Resulting from a recent federal grant, jobs and internships relating to a student's major are now available to Pima College students studying under the liberal arts program.

Cooperative education has traditionally been limited to vocational areas such as welding, air conditioning, automotive mechanics and nursing; the new program extends employment opportunities to students enrolled in other areas as well.

Cooperative education's function is to provide an interrelationship between on the job experience and material learned in the classroom.

"Employers are increasingly looking for college graduates who have had experience in which they are opting for a job," according to Dr. Philip E. Johnson, Cooperative Education Coordinator.

"The new program is designed to offer jobs that relate to what a student is studying in school," Johnson said.

He suggested that course material does not necessarily reflect the way things really are in the working world and this is one reason the program was initiated.

"Students need to be aquainted with the day-to-day reality of how jobs in a particular field really work."

He cited the fact that at one time, some schools offering a printing program were teaching with materials no longer used in the industry. "Co-op helps keep the course material in the curriculum relevant," he said.

In addition, Johnson feels that students knowing the real working world will be able to ask more pertinent questions in class.

Furthermore, he suggests that students getting on-the-job experience now, will have a greater awareness of whether they want to continue in that field or move on to something different.

Available through the new program will be internships and jobs offered by public and private businesses throughout Tucson.

Sen. Dennis De Concini's Tucson office is presently offering a number of non-paying internships involving research and organizing reports for the senator, Johnson said. He added, however, that these internships could lead to paying positions. Aside from De Concini's office, many of the jobs offered through the program are already paying positions.

Johnson and five faculty members from the Pima College district are working on developing job opportunities for liberal arts students.

He stressed the fact that the program cannot hire people directly, "but serves as a brokerage between a job and a student. We bring a potential employer and worker together and then leave it up to them as to what happens," he said.

Fifteen hours per week is the minimum requirement for time worked and three credit hours will be granted to those successfully completing the program.

Students enrolled in the program will be required to attend a two hour weekly seminar taught by Johnson. The seminar will deal with issues general to the world of work.

APPENDIX 2.9

Coorespondence in Job Development

January 20, 1981

Mr. Fred A. Tarazon
Assistant for Constituent Service
Office of Dennis D. Concini
33 North Stone
Suite 1540
Tucson, AZ 85701

Dear Mr. Tarazon:

It was a pleasure to meet with you to discuss the possibility of Pima students being involved in your Internship program.

I'll make the announcement to faculty members, talk with students and hopefully be able to make some referrals to you. I'm sure that the internship experience will be extremely satisfying.

Also, if you know of any paid positions that might be usefuly for our students, particularly in the Liberal Arts program, I would be pleased to have you let me know.

Thanks again and I'll look forward to further contacts with you.

Sincerely yours,

_____
Philip E. Johnson, Ph.D.
Coordinator
Cooperative Education

PEJ/sk

January 20, 1981

Ms. Paula Dannenfeldt
Staff Assistant
Office of Morris K. Udall
300 North Main
Tucson, AZ 85705

Dear Paula:

It was a pleasure to meet with you about the possibility of developing some internships in the Congressman's office.

I have enclosed a copy of several memos which I recently sent explaining the basic nature of the Liberal Arts and Cooperative Education program, and what we are trying to accomplish.

I'll call you to renew the connection some time near the end of February, with the possibility of developing internships either then or next summer.

Thanks again for your help, and I'll look forward to further contact with you.

Sincerely yours,

Philip E. Johnson, Ph.D.
Coordinator
Cooperative Education

Enclosures

PEJ/sk

PimaCommunityCollege DowntownCampus Post Office Box 5027 Tucson, Arizona 85703 (602) 884-6788

February 27, 1981

Mr. David Christensen
Superintendent
Arizona Correctional Training Facility
10,000 South Wilmot Road
Tucson, AZ 85777

Dear Mr. Christensen:

In a recent conversation with Dave Gaspar, I mentioned the possibility of an extended connection between the Pima College Cooperative Education program and ACTF in two different dimensions.

First I'm interested in being more helpful and responsive to the residents as they leave the facility, by helping them find part-time jobs connected with an educational program which they might continue at Pima College.

Second, I would like to discuss further the possibility of either paid or volunteer positions at the facility for my regular students who are in programs such as Secretarial, Management, or the general liberal arts areas.

Dave suggested that the proper procedure would be to speak with you first, so I am wondering if we could set an appointment. I'll call you within a week or so to set a time, since I know that you are busy with your new position.

I am looking forward to meeting with you.

Sincerely yours,

P.E.J.

Philip E. Johnson, Ph.D.
Coordinator/Cooperative Education

PEJ/gs

April 24, 1981

State Personnel Office
1831 West Jefferson
Phoenix, AZ 85007

To whom it may concern:

Will you kindly place Dr. Philip E. Johnson, as indicated below on the mailing lists for:

- weekly notices of job openings
- monthly notices of job categories

Philip E. Johnson, Ph.D.
Coordinator,
Cooperative Education
Pima Community College
Downtown Campus
P.O. Box 5027
Tucson, AZ 85703

Thank you.

Cordially yours,

Suzanne Konic
Secretary to
P. E. Johnson

/sk

per Betty Neering, State Personnel Off., Tucson 882-5092

November 16, 1981

Mr. Bob Franz
Personnel Department
HUGHES AIRCRAFT
P.O. Box 11337
Tucson, AZ 85734

Dear Bob:

I enjoyed speaking with you on the telephone this morning. In regard to your inquiry about the types of students we have at Pima College and in our Cooperative Education Department, I have enclosed a copy of our catalog. We teach a wide variety of subjects at Pima and have excellent candidates in all fields of study. One thing that most people in Tucson do not realize is that the average student's age is approaching 30 years old, so we have many good experienced people who are studying here.

Again, it was good talking with you and we look forward to hearing from you next Monday to set a date when we could meet with you and answer any questions you might have.

Sincerely,

Mark Henry Allerheiligen
Job Developer
Cooperative Education

cc: Ed Johnson, Coordinator, Coop Education

MHA/sk

December 1, 1981

Ms. Ernestine Holloway
Employee Development
TUCSON ELECTRIC POWER COMPANY
P.O. Box 711
Tucson, AZ 85702

Dear Ernestine:

It was a pleasure to talk with you on the phone to discuss the nature of our Cooperative Education program. I'm pleased that you're interested and hope that we can work out some sort of an agreement.

As I indicated it might be something completely formal such as our arrangement with IBM, or something much less formal and completely casual, whereby you would simply let us know that you'd like to interview some students; or of course, anywhere in-between. I've enclosed a copy of a brochure about our Coop/ Liberal Arts program.

In addition to the IBM references which I gave you, you might like to talk with -

Mr. Herb Sautter	-	791-4341	- Tucson Water Department
Mr. Dick Hornbeck or Ms. Virginia Foote	-	791-1786	- City of Tucson CIVICS program

I'll look forward to hearing from you again about the possibility of my meeting with you and anyone else at TEP to explain our program further.

Sincerely yours,

_____
Philip E. Johnson, Ph.D.
Coordinator
Cooperative Education

Enclosure - Brochure

PEJ/sk

December 7, 1981

Mr. Marshall Moskow
Production Supervisor
UNITRONICS INC.
1806 West Grant Road
Suite 111
Tucson, AZ 85719

Dear Marshall:

It was a real pleasure for Mark and I to meet with you recently and to have the tour of Unitronics. We were both impressed with your activities and growth. We are also eager to do anything we can on behalf of Pima College to support you.

I've enclosed a catalog which gives rather complete descriptions of all of our program options. If you are interested in particular skills and you don't feel that they would be met by some of our programs, we intend to be responsive to community needs and will be glad to talk about setting up a special program.

The connection that I told you about with Burr-Brown is organized through Pima's Community Education office and the person to contact if you're interested in setting up something similar is Mary Powell at 884-6868.

I've also spoken to both Mr. Jim Sherman, who is the director of our pre-engineering program, and Mr. Ron Moody, the program coordinator for the electronics programs. I gave them basic information about what you're up to, and suggested that they might call you about any further details, both for jobs that you'd be interested in filling with Pima graduates or Coop students and for the possibilities of an internship program.

I've also put the word out among our faculty that there might be three part-time possibilities available with Unitronics, as follows:

1. A journalism student, to generate and produce a company newsletter, along with some other activities;
2. A clerical position, emphasizing personnel records;
3. A graphics or visual education support student, who could work with a variety of graphics and media activities.

continued -

I referred a young lady who is a graphics/media student of mine - Dee Dee Walden - and I am sure she will have been in touch with yo you before you get this letter. If that does not work out I'll be glad to look for some additional people.

As we get these three underway to the extent that you are interested, we can talk further about other possibilities.

Again, it was a pleasure to meet you and I'll look forward to your calling whenever we can help further.

Sincerely yours,

Philip E. Johnson, Ph.D.
Coordinator
Cooperative Education

Enclosure - Pima Catalog

PEJ/sk

Conference Report

Cooperative Education in the Liberal Arts
Northeastern University
Boston, Massachusetts
October 7,8,9, 1980

I. Introduction

As a result of writing a proposal to the Office Education asking for funding to support the inclusion of the liberal arts in our cooperative education program, I was able to attend a conference held at Northeastern University in Boston. Northeastern is considered the birthplace of cooperative education and currently operates a number of workshops and other programs for cooperative educators from all over the country.

This report is intended to summarize my learnings and activities during the conference so that I can share the results with as many people as possible at Pima. I would be pleased to explain further, or to discuss the conference and cooperative education in more detail with anyone who wishes.

The report will first explain some of the more basic ideas of the conference, filtered through my own value system, and then summarize the workshop itself, session by session.

II. General Principles

1. I rediscovered that the Pima College Cooperative Education program is an excellent one. Whenever I've had the opportunity to travel to another part of the country, or to meet with educators from other areas I am reminded of how outstanding our own people and procedures are. It seems quite clear that we have the best general cooperative education program of any of those which I heard described at the conference.

2. The conference, not really a workshop, was more concerned with co-op in general than with co-op in the liberal arts and to this extent I was disappointed. I wish that there had been more specificity about liberal arts programs. The fact that it wasn't a workshop but rather a series of presentations was also a disappointment because the conference was not experiential itself and thus did not illustrate the approaches it was espousing, and because it did not utilize the greatest resource there, the participants. I nonetheless spent many hours talking with others, asking questions about their programs, and sharing information about what we do at Pima.

3. One idea that became much clearer to me as the workshop progressed was the two rather distinct philosophies of cooperative education. They were cited initially by Dr. Walter Blanchard in his presentation about the philosophy of cooperative education, and later reinforced by Roy Wooldridge, the grandfather of cooperative education, from Northeastern. I'll try to explain the distinction as follows:

Traditional

The traditional cooperative education philosophy as exemplified by schools like Northeastern, Drexel and University of Detroit, largely engineering schools, is based on Aristotelian and perhaps Herbartian philosophies. The general concept is a dichotomy; separation of theory and practice on the job.

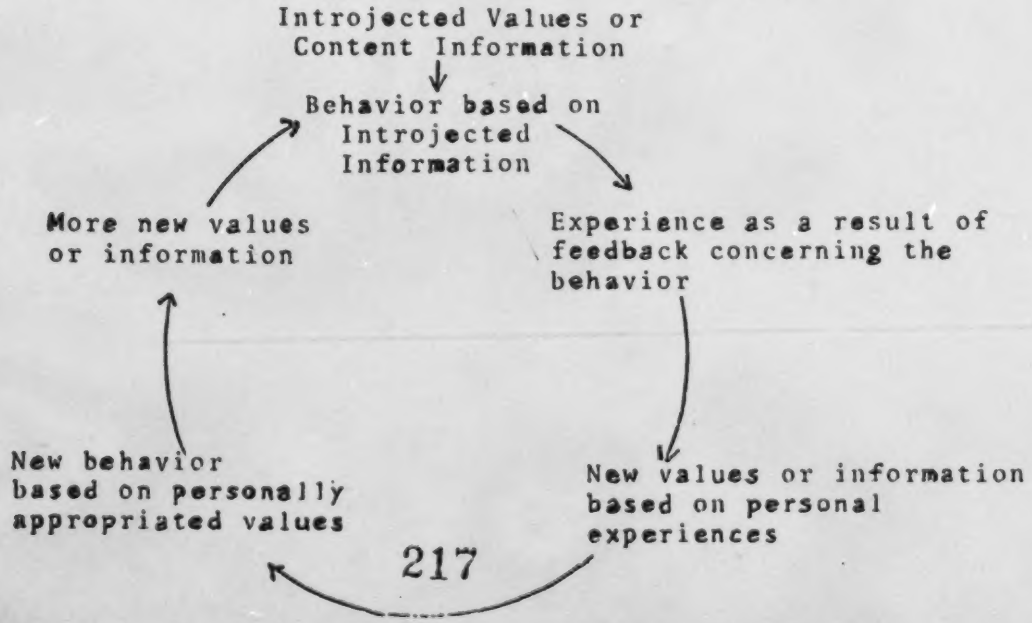
The definition of experiential learning in the traditional schools is any activity including internships, practicums, cooperative education and others in which one applies the learning from the classroom. Operationally this approach would probably mean that no academic credit would be provided for the work experience, the coordinators would be more "salesmen" than teachers and would not have faculty standing, and that the jobs would be paid positions only.

Contemporary

A more recent philosophy, what Roy Wooldridge called the "second thread", is exemplified by the over 700 community colleges which are now, he said, "finely tuning" cooperative education. Their philosophical approach is more from the experimentalist viewpoint.

Experiential learning in this sense is seen as a provision by the school of an educational delivery system based on experience whether or not the experience is intergrated with classroom learning. In the more contemporary program, credit is provided for the learning associated with work, coordinators are faculty members, and some volunteers experiences, especially in the public sector, would be used as the on-the-job experience.

A further extension of this idea, not typical in even the non-traditional schools, is the concept of the experience as a base for helping the student learn from experience, thus the process orientation to experiential learning. The philosophical base seems to be closest to phenomenology. The ideas include helping a student become a learner rather than merely learned; helping the student to become his own theoretician, to get into the cycle of learning from experience, perhaps as indicated in this diagram.


Introjected Values or Content Information
Behavior based on Introjected Information
Experience as a result of feedback concerning the behavior
New values or information based on personal experiences
New behavior based on personally appropriated values
More new values or information

By far the larger number of participants at the conference, whether liberal arts or vocationally oriented, are those who come from the more traditional viewpoint - Co-op as an application of skills learned in the classroom. This might be expected since most of them were from four year schools, and though academicians could probably not be considered educators.

4. Extensive government funding supporting cooperative education in past years has been based on government interest in dealing with the social problem of inadequate job opportunities, particularly for young people. Thus the government has been emphasizing the more traditional view above.

5. Liberal arts programs are difficult to develop and work with and take more time on the part of co-op coordinators. Northeastern provides much smaller loads for liberal arts coordinators for this reason.

6. I got some excellent feedback from a number of the people at the workshop on the teachers manual which I wrote during the summer. They were particularly interested in the idea of facilitative teaching associated with experiential learning.

7. Many of the programs, as they mature, seem to be moving away from the close supervision and tight evaluation typical of high school programs and somewhat typical of university programs. Almost no one requires any extensive evaluation on the part of employers. There seem to be many differences between university and community college programs, the basic being that the university programs are almost entirely an alternate arrangement rather than parallel. Parallel seems to me to be much more appropriate for the community college with the alternate as an option when it is useful. Another difference was that university people seem to think of their students as youngsters. The word "kids" was used throughout.

III. Workshop Summary

Monday evening

A welcoming social hour, buffet and an opportunity to meet some of the other people who were extremely interesting. There were traditional cooperative education people from Northeastern and from other schools, as well as faculty members in philosophy, history the humanities and other liberal arts areas. They were from both the United States and Canada and represented a wide variety of programs.

Tuesday morning

An introduction and welcome from Northeastern, and in brief Needs Assessment exercise in which participants shared their particular concerns.

A presentation followed by John Dromgoole, Associate Director of the National Commission for Cooperative Education. His presenta-

tion was entitled "A Process Model for Cooperative Education Programs." His presentation was rather long and only partially useful. He came on as "super salesman" rather than educator, and left me with a general impression that education is an adversary relationship. The process model, which I had seen before, might be useful to those developing new programs, but had limited utility if any, for anyone else.

Tuesday afternoon

Dr. Walter Blanchard, director of the co-op program at Rhode Island College, spoke on the general topic "The Philosophy of Cooperative Education for Liberal Art Students." Although he was critized by very traditional people, I thought that his presentation was excellent. He described two philosophies, one being from Aristotle St. Thomas and Herbart, based essentially on hierarchical arrangements, linear progressions and dichotomies. The people operating under these philosophies tend to treat a student as tabula rasa. This type of approach is more consistent with the traditional engineerning vocational kind of co-op. Saying this, Dr. Blanchard drew some flak. He then spoke of more recent developments in epistemology, more in the Dewey framework, where relationships are less well defined, and co-op can be seen as a vehicle for liberalizing education. He emphasized that only the learner is in control of his own learning and described co-op as a "metacourse", dealing with process skills.

The second portion of the Tuesday afternoon program was led by Hinda Pollack of the Northeastern staff and dealt with student recruitment. The ideas were quite general and there were no particular implications for Pima College.

Wednesday afternoon

Dr. Blanchard spoke again about cooperative education as a curriculum component. He emphasized that credit is for academic experience, not for the job. We went through a contract workbook that is used at Rhode Island, and listened to a slide tape presentation. The workbook is similar to the ones we use, and includes issues like problem solving, organizational skills and communication skills.

Later in the morning Dr. Blanchard spoke again about the role of the program administrator, faculty and the institution. He said first that the liberal curriculum should be very much process oriented. In a later discussion with Dr. Blanchard he was most impressed with the material that I had included in the faculty handbook. He suggested that I develop a list of the skills of liberal art students for use in job development for employers.

He also emphasized throughout that the relevance of the job to the student should be determined more by the extent to which one can help students process out their experiences rather than the direct one-to-one application of the skills on-the-job learned in their academic program. This point was argued hard during the entire conference. Those who are primarily traditionalists pointed to

the importance of the relevance of the job. Dr. Blanchard's point was that it is less critical that the job be precisely "relevant" because it is most important to help the student process the experiences on the job, almost no matter what they are.

Wednesday afternoon

Paul Dube' talked on the topic, Program Evaluation. He answered some questions and said that evaluation is much more significant since its general purpose is to provide feedback about how the program is being conducted, provide information for decisions, and also for accountability of the use of funds. He said that in general evaluation should not be to make go or no-go decisions concerning programs. He spoke of both formative and summative evaluation, although he did not use the words in their usual sense. The following is a list of criteria that he spoke of as being useful in evaluation.

1. Program objectives
2. The process by which the objectives are achieved
3. The calendar
4. The curriculum
5. The operating procedures including recruitment, job development (is it by faculty or by students finding their own jobs)
6. How do you connect students with jobs?
7. The intergration of learning on-the-job with academic programs
8. Time spent in placement and job development.
9. The budget making process; does the program suggest its own needs?
10. The integration of co-op with the faculty, admissions registrar, counselling etc.
11. Cost effectiveness
12. Administrative commitment to the program.

Also on Wednesday afternoon Dr. Joseph Barbeau, Associate Dean of Graduate Studies at Boston Bouve College of Professional Studies in Education spoke about job development. Dr. Barbeau was a real hustler and in spite the fact that he is not my kind of person, he did an excellent job. He indicated that the faculty think of students as "majors", not as individuals with a specific set of skills. He suggested that we should not develop jobs for a specific discipline, such as history, but rather more generally for the liberal arts. Instead of saying "I am a ...", say rather, "I can do ...". Some suggestions which he made for the whole process of job development:

Telephone calls
Direct mail
Cold calls on employers
Just "visiting"
Directories
Yellow Pages
Get on a first name basis
Newspapers
Talk with decision makers
Don't get discouraged
Rent booth spaces at conferences
Lots of aide jobs in public schools

Record keeping of contacts
Personnel managers clubs
Professionals associations
Insurance, hospitals
Emphasizing advantage to the employer

He spoke also of the many advantages of co-op, particularly in co-op to the liberal arts students.

He quoted three studies, all of which indicated major benefits to the employers from co-op.

We then worked out a "laundry list" of skills that could be associated with the liberal art students as follows:

Interpersonal skills
Problem solving skills
Understanding oneself in relationship to the world
How to learn
Analytical skills
Synthesis skills
Interaction skills
Process skills
Articulation skills
Decision making skills
Maturity
Life experience
Time management ability
Well motivated
Affective skills
Ability to organize
Express oneself and think cogently

Thursday morning

The employers perspective on liberal arts was the topic, with on a panel of employers who have used co-op programs. One was from the Elderhostel program centered in Boston, one an employment person from Massachusetts General Hospital, and the third was director of a youth employment service. They all spoke highly of co-op and their experiences with Northeastern and other schools. They said that co-op students tend to be ambitious and often have a better attitude than others.

The final presentation of the workshop was by Roy Wooldridge, Director of Cooperative Education at Northeastern. I was pleasantly surprised. He unwittingly reinforced what Dr. Blanchard had said earlier, by speaking of the "two threads of co-op". In one, the basis is the need for a job to make money in order to stay in college (traditional schools; Northeastern, Drexel, University of Detroit) and the more recent philosophy which provides credit, is seen as an academic program providing educational alternatives. These he called "finely tuned" programs that are now averaging 75 students in some 700 schools around the country. He warned that the tendency of educators is to "over-curriculumize". He is opposed to offering academic credit, and says that developing increased FTE is a bad reason for giving credit. He feels that the rationale for the educational type of approach of co-op was developed after the fact, and quotes Ralph Tyler in this respect.

He also pointed out that there is inverse cost relationship; that liberal arts co-op programs are more expensive than vocational programs, but in the classroom vocational programs are more expensive.

Further, a liberal arts tendency is to less sophisticated job, since most students are more interested in upper division and graduate schools than in immediate job entry.

He suggested that the first thing to do is with liberal art students is to find what their ultimate career interests are, and then how important immediate income is to them, thus relating their job to career objectives. The job, he says, might be somewhat off base in terms of relevance if more dollars are important to the student. Coordinators need to be flexible in this respect.

He said also that the co-op program in the liberal arts is often contrary to the views of the faculty, and one needs to be careful. Teachers, of course, get upset if the students leaves school, even for a relevant job in which he is very much interested.

Mr. Wooldridge also said there should be major emphasis on paid positions, but that unpaid positions on a volunteer basis were quite reasonable, especially in the liberal arts, and especially in the public sector.

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6th Annual Conference
February 13-15, 1981
Las Vegas, Nevada

WESTERN ASSOCIATION OF COOPERATIVE & WORK EXPERIENCE EDUCATORS

Report by
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I attended the WACWEE Conference in Las Vegas recently and as a result wrote the following report. It includes some estimates of general trends and basic information which I garnered as a result of many talks with individuals from all over the West who are involved with Coop, descriptions of the specific presentations which I attended, and a concluding section with possible implications for us in the Coop program at Pima College.

I. General Information

A. The most useful part of the conference was contacts with the participants. Over 130 people attended from the western states in both secondary and post-secondary cooperative education work experience programs. Last year, interestingly enough, there were almost twice that number in attendance, the reduction apparently due to Proposition 13 in California and similar budgetary limitations on travel. I think this is extremely unfortunate, since conferences of this nature are very worthwhile.

B. One of the major reasons I attended, however, was to meet with Morris Brown, Director of Cooperative Education of the Office of Education in Washington. Unfortunately he did not attend, nor was an explanation given as to why not. He was scheduled to present a talk, "Federal Implications for Coop in the Future." Perhaps, since our time of prediction has been so drastically reduced, it is not possible to make <u>any</u> predictions.

C. Coop is an amazing mixture of individuals and approaches. It's a program for youngsters and adults, for rural and urban people, for educational purposes and placement purposes, for community colleges, secondary schools and universities.

I. D. It continues to amaze me that despite the tremendous implications for education and educational change inherent in the cooperative education-experiential education syndrome, that so few people have any conceptual sense of what its potential might be. Coop is seen as a simple vocational delivery system, a way to apply one's classroom skills on the job. Very few Coop people seem to have the conceptual background or the educational rationale for a basic and important look at Coop as an educational movement. Thus many Coop people are job developers and hustlers rather than educators.

E. One of my activities at the conference was to check people out in terms of their possible use as outside evaluators. I have several ideas.

F. A continuing theme throughout the conference was our response to the proposed new government regulations. The group as a whole caucused and came up with some ideas which I think made sense. In general the group wished to limit the nature of regulations in the first place, giving as much local option as possible, and in particular to obviate the requirement of four different work experiences. They also wished to share with employers the insurance of safe working conditions, and to allow more program freedom in a variety of other ways.

G. The conference was characterized entirely by presentations. It was not a workshop, but rather a series of lectures, keynote speakers, luncheon speakers, dinner speakers and presenters in smaller groups. The major resource of the conference--those who were participating--had no opportunity other than the hospitality hours, coffee times, or other informal meetings to share information with each other. This was a sharp limitation and as a result of my casually mentioning this to the person who had designed the conference, I wrote the attached letter. She expressed interest in workshop design in general, so I responded.

There was a heavy emphasis on the technical but not on the conceptual. I also was aware that most of the educational models presented and the ideas shared were much more appropriate for use with children than with adults. Malcolm Knowles' view of adult education was apparently ignored.

I. H. Throughout the presentations and conversations with individuals it seemed to me that these trends were forthcoming:

1. Simplified record keeping, fewer forms, less direct supervision, and a broader view of the relationship of the job to the academic program;

2. Despite the lack of a conceptual basis or rationale, there is an intuitive move in the direction of more education, more connection with career educators' ideas and less with the older, more limited, vocational educational approaches.

3. There's appreciably more emphasis on connections with the placement area within a college, so that placement in fact has the function of job development and even placement of coop students in several instances. Communication seemed to improve among the areas of colleges moving this way, and more and more placement and coop are organizationally together.

4. There is more emphasis on the classroom approach relating to the student. More materials are available, more teachers are speaking of the importance of the classroom, and other activities to help the students internalize their experiences and change from "fill the jug" learning. There is an obvious lack of information, however, on how to do this and what makes appropriate classroom techniques. Despite a vague intellectual committment to experiential learning, much of the education going on in the classroom is still of a sharply didactic nature.

II. General Sessions

A. After an introductory general session and welcome by assorted officials, Dr. Dan Litchford spoke. His topic was "The Bionic Attitude." His presentation was pure entertainment (of a somewhat marginal nature), based on the word BIONIC standing for "Believe It Or Not, I Care." He had a rather hip-hip-hooray approach, including passing out buttons with the word BIONIC on them, with the admonition that whoever took one had to use it to explain that "I care." He ended by playing the guitar and singing on the general theme of "Believe It Or Not, I Care."

Somehow, I didn't believe it.

II. B. The co-keynote speaker was Dr. Natasha Josefowitz, Associate Professor of Management at San Diego State University. She is the author of a new book, entitled Paths to Power: A Woman's Guide From First Job to Top Executive. Her theme was sexism on the job, and she spoke of the evils of sexism on the job, how rotten men are in general, and what ought to be done about it. A rather sere and humorless lady, she had so many facts and figures that it became difficult to listen.

III. Small Group Sessions

A. I attended one session, "Marketing Tips for New Coordinators," presented by Ms. Sharon Moore of Lane Community College, Eugene, Oregon. Lane seems to have an innovative program directed by some outstanding people. For that matter, all of Oregon seems to have an excellent approach in coop. Ms. Moore gave us a presentation about the materials that she uses and distributed samples. Rather than tips for new coordinators, it was actually tips for public relations for your program, but relatively useful. The materials included T-shirts, book covers, book marks, flyers, brochures, business cards, notepads, a variety of forms for recordkeeping, notecards, calendars, maps of the school, simplified training agreements and other forms for recordkeeping and handouts of all sorts.

B. I attended a presentation by a husband and wife team from Cheyenne, Wyoming. She spoke of a child care program that she had developed, using slides and explaining it in detail. It seemed to be an excellent program. Her husband spoke of other general issues involved in high school coop, and despite some serious limitations in funding in the state of Wyoming, described what seemed to be a fine program.

C. I started to attend one session led by Dr. Smith of Brigham Young University about the joys and virtues of teaching. It turned out to be a straight lecture based on his charm and extensive wisdom. So I left and attended instead an excellent presentation by Mr. Tadd Derrick, Director of Career Planning and Placement, Dixie College, St. George, Utah. His talk was entitled Career Planning, Cooperative Education and Placement in a Two Year Community College. He described an administratively excellent

III. C. program, as I see it, with combined functions and excellent communication and coordination. He used Maslow's hierarchy as a kind of a model for career development, and indicated how the various career elements, including cooperative education, work together at Dixie to support the student. A handout was included.

D. An excellent presentation was entitled "Scrambling: The Workstyle Revolution," by Elwood Chapman, Chaffey College, California, The author of SRA's booklet, "Your Attitude is Showing" which I have used in past years, Mr. Chapman has recently finished a book which will be available in the bookstores in about 60 days, about scrambling and the distinction between what he calls scramblers and stabilizers. He described these two types of people as different in general approach to workstyle and built an impressive case for different approaches and programs, based on more support for the increasing numbers of scramblers. He characterized them much as follows:

Scramblers	Stabilizers
Career Oriented	Job & Organization Oriented
Self First	Play by Rules
Risk Taking	Dependable
Zig-Zag Approach	Follow Through
Flexible	Predictable
Always has "Plan B"	"Gets a Gold Watch When His Time is Running Out"
Self Motivated	
Turn Maslow Upside Down	

His book might be most useful in considering implications for training programs. People seemed to agree, when I spoke from the audience, that it appeared that the implication might be that we need to help people learn to develop more skill in temporary systems, learn to be more flexible, learn to handle and indeed foster changes, when stability is not available. That is, we need to help people be better scramblers, not only at work but in their total life.

IV. Implications for Pima

Although there are many implications there is an overriding concept that we might deal with more fully, and that is a partial reorganization of coop at Pima including the following elements, all of which were addressed at least to a certain extent at the conference:

A. A larger number and a change in our intended clientele. Instead of dealing merely with the traditional vocational student, we could work with all students as our Liberal Arts program is now allowing us to do.

B. We might deal less intensively with a larger number. Since coop was developed initially in working with younger students, particularly with university and highschool students, more intensity was in order. With community college students, however, it seems that the reverse is true. Our emphasis might be increasingly on the classroom experience, helping students to process out their work and life experiences into learning.

C. We should probably be less into individual evaluation, less into record keeping and form use in general, less into connections with the individual employer, and more into a student-centered cross between a classroom approach and a counseling approach.

D. We might depend more on a placement agency within the college for job development and student placement, use more existing jobs rather than specially found jobs since many of our students already come to us that way, and emphasize more of the educational rather than the vocational aspects of the coop program.

E. We might increasingly see Coop as a reasonable avenue for appropriate kinds of educational reform--both in the classroom and in the job position. We might for example, use Coop to help us move in the direction of more basics in the classroom, with more actual skill development, the content of the job, <u>on</u> the job, rather than the classroom.

F. We might come up with a more appropriate division of labor and thus specialization within the Coop program, some coordinators emphasizing the classroom, some the placement/job development, some the coordination visits.

COOPERATIVE EDUCATION AND THE LIBERAL ARTS: A TRAINING WORKSHOP

Sponsored by The Rocky Mountain Center
for Cooperative Education
March 26-27, 1981
Denver, Colorado

Report by
Philip E. Johnson, Ph.D.
Pima Community College
Tucson, Arizona

The following material is a report of a two-day conference which I attended, concerned with Coop and the Liberal Arts. It was much more useful then most such conferences, and I am very pleased that I was able to attend. I learned much, clarified many ideas, and I think contributed to others learning as well. The following comments are distilled, in no particular order from both days of the workshop.

After the initial registration and an introduction of the consultants and participants, by Dick Gritz, who is Director of The Rocky Mountain Center, a presentation was given by Mr. James Bernuth, Director of Coop at Metropolitan State College in Denver. His topic was "Principles and Issues in Developing A Cooperative Education Program in the Liberal Arts and Sciences." He made these general points:

- It is crucial to develop program goals, both on behalf of the student and the institution.
- Student outcomes might be in terms of academic, career or personal issues.
- It is important that Coop fits into the mission of the college.
- Consider the faculty - their credentials, the institutions they came from, their attitudes, their level of involvement.
- Consider employers.
- Coop is labor intensive and therefore very expensive.
- Program design - Work experience is only one part; don't forget recruitment, counseling, personal growth and overall learning.

- Some programs have a pre-placement program. Placement should include getting the student involved and exposed to the competitive process, not getting a job for him.

- Questions to consider include parallel versus alternating, volunteer versus paid, when a student starts Coop in terms of his/her program at the college, credentialing existing student jobs, provision of credit and many others.

- We should remember that extensive personal growth results from Coop when we talk about credit.

- Support groups and constituencies include students, faculty and administration.

- Try making connections with internships.

- Involve administrators; develop broad objectives.

The next presenter was Dick Gritz, whose topics were, "Acquiring Faculty and Administrative Support, and "Curriculum Modifications To Maintain Academic Quality." A summary of his talk was given as a handout (attached). The points he mentioned included:

- Programs fail because of lack of chief administrator's support. The next most frequent cause of failure is lack of faculty support. We need to prove that the program is educationally legitimate.

- Coop programs are expensive to operate since they are labor intensive and require dollars for secretaries, travel and other necessary expenses.

- The program must be flexible in terms of the relevancy of the job.

- Centralized programs are generally more effective.

- Students learn not so much from the job as from the environment of the job.

- Typically one-eighth of graduation credit hours can be Coop. Most programs have more than the maximum of twelve, which we offer.

- It's important for the student to know how the Coop program fits into his/her needs, in terms of curriculum, time scheduling, etc.

After Mr. Gratz, Jim Bernuth returned with the topic, "Job Development: What Are The Appropriate Placements for Liberal Arts Students?"

He emphasized that it is important to maintain and service employers. The first step is to identify competencies available on the part of Liberal Arts students - what skills they have, both technical and conceptual. Useful job descriptions can be available from industry personnel offices, training and development people, ASTD and Coop alumni. Inform the prospective employer about the educational aspects of the program. Emphasize what services you are offering. Use your vocational employers for leads to jobs in liberal arts programs. Leads for liberal arts programs include the federal government, state government, non-profit corporations, environmental groups, community development programs and other similar agencies. A language student might use a meeting and greeting service. The Chamber of Commerce can be useful; placement with law firms can be excellent. (At Chemeketa Community in Eugene, Oregon, 1300 supervisors in the community each year get certificates for being "field faculty." A breakfast for all of them is scheduled just prior to the annual college budget vote.

The third speaker of the day was Midge Houck-Lowery with the topic, "Documentation of Learning and The Role of the Liberal Arts Coordinator." I had considered Ms. Houck-Lowery as a possible evaluator of our program because she seemed extremely competent, but have scratched the idea. She seems to personify adversary relationships, is quick to give advice, talks better than she listens, and is powerfully hierarchical. Her program at Chemeketa, although with an excellent reputation and very large, is the essence of tight control. If she had a bumper sticker on her car it would read: "Everything Not Required is Strictly Prohibited." She has a six week pre-exploratory program, particularly for younger students. It deals heavily with learning objectives, which are tightly formalized. In the Liberal Arts program, she says, "It's important to document learning in order to have credibility with the Liberal Arts faculty." The seminar is apparently only a light touch. She allows "her people", the teachers, five options, but all are in terms of how time is used. They use an extensive and amazingly complete handbook. She spoke of the importance of legal implications in Coop, (perhaps because they have a number of grievances on file through the Oregon Education Association). She provides a minimum of two and a maximum of three students for each interview. She requires a minimum of three and a maximum of four objectives. (The term objective is intended to include activities and methods of evaluation.) The

seminar is ten sessions per quarter, and might include specific content like how to weld. She said with pride that their FTE cost is about $895 and for each they get reimbursed $1600 from the state. (I thought it strange that one level of government spends its energy beating another level of government out of dollars.)

Overall,the workshop was fine and the leaders, including Ms. Houck-Lowery, were excellent. My evaluation to them included the idea that compared to other coop workshops, this one was outstanding.

(But remember the lady who was asked, "How is your husband?" and who replied, "Compared to what?")

PEJ/sk

Pima Community College

Cooperative Education in the Liberal Arts

APPENDIX 2.11

Additional Sample Public Relation Information

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For further information contact:
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WHAT IS CO-OP?

Cooperative Education is a program which connects the student's academic undertaking with the real world of work. Students are helped to find part-time jobs in their field and to incorporate their job experience into the learning they are doing in the classroom.

A number of seminars are offered to help the student begin or continue a more fulfilling worklife, to be able to make early and effective career decisions and perhaps, to re-enter the world of work after years as a homemaker. These activities allow the student to respond positively to the interviewer's question: "Do you have any work experience?"

CO-OP IN THE LIBERAL ARTS

For the first time, as the result of a recent grant, Pima College is permitted to offer cooperative training to all students, including those in the liberal arts, who were formerly excluded from eligibility.

HOW THE PROGRAM WORKS

Any Pima College student is eligible. Simply register for the three credit course, Cooperative Education CED 198 or CED 199. Look for the special sections that are established for the Liberal Arts program. Registration is kept open almost all semester.

If you have a job in your academic field, it can be the experiential base for your co-op program. If you don't, the co-op staff can help you find an appropriate job or volunteer experience.

The two basic facts of the program are your job and the related class seminar.

THE JOB - You should have, or be interested in having, a job of at least 15 hours per week in a field related to your career goal and academic program, a substantial experience that you have determined is relevant for you.

THE CLASS - You will be expected to attend a two hour weekly seminar which meets one half the semester. The seminar is a series of workshops based on your needs and dealing with issues like finding a job and keeping it, human relations on the job, job and career planning; in short, how to make your lifetime of work experience more rewarding.

WHO SHOULD ENROLL IN CO-OP IN THE LIBERAL ARTS

* Are you interested in:
  - learning how to interview successfully for jobs;
  - preparing an effective personal resume;
  - planning your academic and professional career;
  - learning how to relate more effectively on the job;
  - finding more personal fulfillment in the world of work?
* Do you want to:
  - earn while you learn;
  - put classroom theories into practice;
  - explore your career goals now before committing yourself;
  - increase your self-confidence?
* If you answered "yes" to any of the above questions, then call 884-6541

Pima Plugs & Clubs

Pima Plugs and Clubs is a regular feature of the Aztec Press. The deadline for all information is the Wednesday before a new issue. Any information received after that day cannot be included.

• The Cooperative Education program is offering some jobs for Co-op students at IBM. The jobs which pay about $4 per hour are in a variety of fields. For more information on the jobs and becoming a cooperative education student call Ed Johnson or Suzanne Konic, 884-6541 at the Downtown Campus.

West Campus Inter-Club Council will meet Wednesday Sept. 9, at 11:30 a.m.; the luncheon will last an hour. It is open to representatives and advisers of all West Campus clubs.

Bright Spot for Liberal Arts

Does the liberal arts graduate have a bright spot in the working world?

Traditionally, there's been a distinction between vocational and liberal arts students. Often liberal arts graduates find themselves in the position of having to convince employers that their education has given them necessary skills in problem-solving and human relations.

Over the next year, cooperative education coordinator Ed Johnson will try to translate those types of skills for local employers and help liberal arts students develop practical experience before graduating.

Johnson is the coordinator of a federally funded grant of $54,315 to expand the college's cooperative education program to serve liberal arts students. Once a student and an employer are matched, the employer can then train the student in skills needed for a specific job, Johnson said.

In Pima's coop program, students work part-time or full-time for cooperating employers and also take a special course that helps them link classroom learning and learning from job experience. "A lot of people don't get into the cycle of how can I do something better the next time," Johnson said. He calls his approach to learning "educational reform."

PCC expands co-op education with six liberal arts instructors

The Pima College Cooperative Education programhas been expanded this semester to include the liberal arts programs.

"Traditionally, cooperative education has only been offered to vocational education students," Ed Johnson, Downtown campus cooperative education teacher/coordinator. "Now any PCC student can enroll in the cooperative education program," he said.

Three years ago, Dave Ebert, Downtown Campus education teacher/coordinator, drafted a plan for funding of a liberal arts/cooperative education program by the U.S. Department of Education. It was rejected, Johnson said.

He said a second proposal was sent to the U.S. Department of Education last year, and this time it was approved.

There are six liberal art program instructors involved with the new program, Johnson said. They are Ernie Oppenheimer, Larry Thompson, Beverly Moore, Mary Memedova, Dave Stephen, and JoAnn Little. "We are trying to recruit students for the classes," Johnson said.

"The basic purpose of cooperative education is to connect the academic world with work, Johnson said.

He said the cooperative education program not only educates students but also helps them to learn.

Cooperative education classes try to get people into the job cycle, Johnson said. Classes also teach job-planning, career planning and life-planning.

Cooperative education is not, however, a placement service, though some students are placed in jobs, Johnson said.

There are about 400 students enrolled in PCC cooperative education classes, Johnson said. There are 30 students enrolled in the PCC liberal arts/cooperative education classes. "Nationally, there are 800 community colleges which offer cooperative education classes," he added.

A number of students have expressed an interest in the liberal arts/cooperative education classes, Johnson said. "There seems to be a lot of interest; we are pleased with it," Johnson added.

Role Description

Cooperative Education/Liberal A
Part-time Faculty Job Developer

The following activities are expected of the part-time job developers in the Cooperative Education/Liberal Arts program. The individuals selected are to be full-time Pima College faculty members in a Liberal Arts or Arts Science field, and are accountable for this program to the Director of the Coop/ Liberal Arts Program.

1. Job Development

   A. The job developers will make regular contact with employers or potential employers in the Tucson/Pima County community as well as nationally, to discover existing full-time or part-time openings suitable for liberal arts students, and also to encourage employers to create such jobs. Information about specific openings should be recorded on the appropriate form (copy attached) and forwarded to the Coop/Liberal Arts office.

   B. The job developers will establish general contact with business agencies, locally and nationally, so that prospective employers who do not have any openings currently, will call on us for student employees when an opening occurs in the future.

2. Student Recruitment

   The job developers will communicate information about the Coop/Liberal Arts program to students in their own classes, by visiting colleague's classes, and by other means, and suggest that interested students register in the appropriate section. Information about students who are looking for jobs is to be recorded on the appropriate form (copy attached) and forwarded to the Coop/Liberal Arts office.

3. Faculty Relations

   The job developers will inform their colleagues of the nature of the program and enlist their support in finding jobs and recruiting students.

4. Reporting

The job developer will submit a report, using the attached form, every two weeks to the Coop/Liberal Arts office.

PEJ/sk

March 12, 1981

Minutes

Sample Minutes of Job Development Meetings

First Meeting
Cooperative Ed - Liberal Arts St.
Friday, January 23rd, 10:30 a.m.
Downtown Campus Room 124

Those Present:

Ed Johnson
JoAnn Little
Mary Memedova
Beveraly Moore
Dave Stephen
Larry Thompson
Suzanne Konic

I. We discussed at length the preferred method of payment for both the interim RPA on which we are now operating, as well as the spring semester. There are apparently no options for the between-semester one. It will be one extra check, with an unfortunately large income tax deduction, because the computer doesn't know that that's not all your getting paid.

For the spring semester, there were different views as to how people would like to be paid, and Ed agreed to make every attempt to suit each individual's needs.

2. Ed announced that up to $900 will be available for each of the five plus one additional person for the spring semester. This would amount to eighteen total days of work at $50 per day, or approximately one day per week for the semester. All of those attending expressed interest in continuing with the program.

3. A variety of issues were discussed including the following. Ed will:

(a) Arrange to have the print-out show that the two Liberal Arts Coop classes are open all semester;

(b) Draft a brochure of information on the Coop Liberal Arts program for review at the next meeting;

(c) Look into the U of A Coop program, for any coordination possibilities; JoAnn agreed to help and we'll contact the person when we discover who it is;

(d) Contact Racquel Goldsmith about her experience with registration procedures whereby courses are cross listed at both Pima and the University;

4. The job developers should keep track of their mileage records and give to Suzanne for submission for reimbursement.

5. For long distance, program oriented telephone calls, you may use 884-6879. Be aware that some phones do not have long distance capabilities.

Continued..

6. Ed announced that his contacts with Senator DiConcini's office and Congressman Udall's office resulted in the possiblity of internship programs in various areas which look very useful. Please refer interested students to Ed or Suzanne (ext. 6541).

7. Art Evans might be interested in a volunteer student as an intern in connection with his own legislative activities for the college.

8. Ed announced that in order to take the Cooperative Education class, the student should be also taking three other credits in his field. The job experience should be at least fifteen hours a week. The general criterion for job relevance is in terms of the student's terms; is the job relevant and a valuable experience in his field of study - as the student defines relevance?

   Ed discussed the nature of the seminar he teaches and his willingness to teach it on the other campuses, at special times set up for the students' convenience.

9. The possiblity of variable credit for the course was discussed and Ed will look into it with Dean Macon.

10. The usefulness of business cards was discussed and Ed will look into their possibility.

11. During the week Ed will call Morris Brown, our Program Officer for the Office of Education in Washington, to let him know what we are up to and to begin the process of engendering support for refunding the project.

12. Each of the Faculty Job Developers then made a brief report about the nature of their activities between semesters and to date.

    (a) Mary Memedova is making contact with Dr. Eric at the U of A, State Legislative Intern, about the program, and will be attending a program in Sacramento on the Western Conference of Social Sciences. She will announce our program and will ask about ideas. Mary also suggested a possibility of a Cooperative in Liberal Arts workshop at Pima, and Ed agreed to undertake some planning. The workshop should have professional growth points available for the faculty development participants, as well as other participants.

12. (b) Dave Stephen then described the Pima program as the first in the country in the field of archaeology and is now recognized as a repository for artifacts. He described the environmental protection law and its impact, and will be working with state and federal level people, finding jobs, and placing students who are interested in field archaeology as well as other areas.

(c) Larry Thompson, writing teacher, described the contacts he had made with journalism teachers and others in letting them know about the project, and discovering possible jobs.

(d) Jo Ann Little asked about a potential problem of the time span between when a student needs a job, and when a business needs an employee. She spoke of several possibilties including a job with the Framers Gallery, and one as a receptionist in a health spa. She also asked about a resume typing service and Ed agreed to check out the possibility of word processors and a computer-oriented arrangement for resume storage with Larry Victor.

(e) Beveraly Moore discussed the possibilities of buying and selling antique books, often as a volunteer, and in library research work, which she is investigating.

Reminder:

The next meeting of the Coop Ed. Liberal Arts Staff will be on Friday, January 30, 11:00 a.m., at the East Education Center, Room 105.

These meetings will subsequently be held bi-weekly, on Fridays at 11:00 a.m., and will rotate between the three campuses.

Distribution:

Coop Ed Lib.Arts Staff:	Jo Ann Little	Ernest Oppenheimer
	Mary Memedova	Dave Stephen
	Beverly Moore	Larry Thompson
cc:	Arnie Davidson	S.James Manilla
	Jack Fuller	Jim Martin
	Chuck Macon	

PEJ/sk

Minutes

Coop Liberal Arts Staff Meeting
Friday, January 30, 11:00 a.m.
East Education Center Room 105
Recorded by Ed Johnson

Those Present:	Jo Ann Little	Not Present:	Beverley Moore
	Mary Memedova		Ernie Oppenheimer
	Ed Johnson		Dave Stephen
	Suzanne Konic		Larry Thompson

---

1. Ed checked with those present about their choices for payment for the spring semester. Some prefer an RPA, some an overload contract. Ed will try to suit each person, but it was noted that the college is moving toward the use of overload credit, only for actual teaching, thus PPG's might be the only option.

2. Ed described a draft of the Coop Liberal Arts Program Brochure and agreed to send a draft to members of the group prior to the next Coop Liberal Arts Staff meeting, for finalizing at that time.

   Jo Ann raised the question of including information on the coordination of the Coop programs at the University and Pima, as well as the possibility of cross-listing the courses. Ed felt that this was going to be a long term process and so we should not expect to include it on the current brochure. He and Jo Ann will discuss it with the Director of Coop at the University, with whom they have an appointment.

3. Ed presented information regarding the Internship Program with Mr. Tarazon, of Senator DeConcini's office. Mary had requested specific information. There are two types of activities involved:

   a) Legislative Research
   b) Constituent Casework

   Interested students should contact Ed or Mary for details.

4. Ed asked about the best means of communication to find students on the West and East Campuses so that he can schedule the related classes, at their convenience on their campus. Mary will try to find the EEC students.

5. Ed asked about information to be included on the business cards. We settled on the usual college data, plus the faculty staff name and "Cooperative Education in Liberal Arts Program." Suzanne will call those not attending to get appropriate phone numbers.

Continued -

6. Ed asked each job developer person to keep track of their own mileage and submit, preferably monthly, to Suzanne.

7. Mary is attempting to contact Dr. Erich at the University of Arizona, regarding their Internship program. The selection process for Legislative Internships begins in September and and lasts until November and the Internship period is January through April. Mary would like to see some advertising flyers posted.

8. Ed mentioned, in response to a question from Jo Ann, that Coop classes are not normally offered in the summer, but that credit can be provided for working in coop-related jobs on a retroactive basis.

9. Ed announced that he had been interviewed by an Aztec reporter, and we will soon have an article published on the Coop/Liberal Arts Program.

*Mary informed everyone that the parallel publication for the East Campus is the "Eastsider" and is published only once a semester. She'll call Mike Sita to see if we can have a notice or article printed.

10. Ed will follow up with Susan Fincke about information in the city press. Also, an article about our program will appear in Linkage, a national community college newsletter published by the Kellogg Foundation.

11. Mary suggested again that a PPG workshop for faculty be conducted mid-semester. We established a tentative date for the first week in April. Ed will draft a plan for the next meeting and will contact Jim Kluger about PPG points.

12. Ed described three forms he and Suzanne had drafted for job development record keeping:

    a) Job Opening Form
    b) Student Available for Employment Form
    c) Faculty Job Development Report Form

    Drafts of the forms are attached herewith, for review and finalizing at our next meeting.

13. Ed asked the Staff if it would be helpful to them for him to write up job descriptions - with a unanimous positive response.

14. Ed has a call into IBM, to check on the possibility of liberal arts type jobs.

Continued -

15. Ernie Oppenheimer, of the Psychology Department, has been added to the Job Development Staff.

16. In view of today's absences, it was decided that a better meeting day might be found. Suzanne will check with all concerned and everyone will be notified.

* Mary notified Suzanne on Feb. 4 that the "Eastsider" newsletter has not been refunded and so is no longer being printed.

PEJ/sk

Distribution:

Coop Lib. Arts Staff:	Jo Ann Little	Ernie Oppenheimer
	Mary Memedova	Dave Stephen
	Beverley Moore	Larry Thompson
cc:	Arnie Davidson	S. James Manilla
	Dave Ebert	Jim Martin
	Jack Fuller	Betty Wallis
	Chuck Macon	

JOB OPENING FORM

Coop Education in Liberal Arts

Position _____

Name of Business _____

Contact Person _____

Phone No. _____

Location or Address _____

Date Information Taken _____

Information Taken By _____

Salary Range or Volunteer Basis _____

Hours _____

Permanent or Temp. _____

Qualifications Desired:

Action Taken:

Additional Information:

F O R M

Student Available for Employment

Coop Education in Liberal Arts

Name of Student _____ Intake Date _____

SS# _____ By _____

Phone No. _____ Referred by _____

Registered in Coop? _____ Coop Coordinator _____

Looking for

Looking for type job _____ Hrs./week _____

_____

Job Experience _____

_____

Field of Academic Study _____

Looking for Salary Range _____

Willing to do volunteer work _____

Action Taken:

Additional Information:

FACULTY JOB DEVELOPMENT

REPORT FORM

Business Contacted: _____ Date _____

Contact Person: _____

Phone No: _____

Job Opening: _____

_____

Results: _____

Business Contacted: _____ Date _____

Contact Person: _____

Phone No. _____

Job Opening _____

_____

Business Contacted _____ Date _____

Contact Person _____

Phone No. _____

Job Opening _____

_____

Other Activities: _____

_____

_____

_____

_____

Minutes

APPENDIX D

COOP LIBERAL ARTS STAFF MEETING
Tuesday, February 24, 1981, 3:00 P.M.
Downtown Campus CC-124
Recorded by Ed Johnson

Those Present:	Jo Ann Little	Dave Stephen
	Mary Nemedova	Larry Thompson
	Beverley Moore	Ed Johnson
		Suzanne Konic
Not Present:	Ernie Oppenheimer	

---

1. The printing of business cards was discussed and Suzanne will proceed.

2. The draft brochure, sent with 2/13 memo, was reviewed. Larry presented his redraft and Suzanne will type into brochure form (copy attached), for final review at our 3/24 meeting.

3. The West Campus Coop seminars with Ed began on Monday March 2, and will continue on alternate Mondays at 5:00 p.m. The contact person on the West Campus is Ernie Oppenheimer (X6030). The East Education Center Coop seminars with Ed began Wednesday, March 4 and will continue on alternate Wednesdays. The contact person on the East Campus is Mickey Swazey

4. Attached is the job description of the job developer role for review at our next meeting.

5. The job development forms were reviewed (Job Openings, Students Available and Faculty Reports) and all were approved by the staff, for printing. Suzanne will send a supply of the finalized forms to the Staff.

6. Copies of the WACWEE Conference Report have been sent to the Staff.

7. Mary noted that it would be a good idea for all of the Staff to have copies of the Alma Report on Cooperative Education in Liberal Arts.

8. Ed visited IBM and announced that we now have a direct connection with Mr. Rick Powell. He noted that students should be informed that if they get a Coop job, there is no guarantee that it will be a permanent job. Coop jobs have a maximum of two semesters per student.

Continued -

9. Ed reported on his and Jo Ann's visit to Frank Bonneville, Coop Education in Liberal Arts at the University of Arizona. Bonneville referred him to Cindy Johnson, the Director of Part-time Placement Program, at the University, with whom he also visited. Cindy is in part-time job-placement. She will remember us when they know of available jobs.

10. The possibility of cross listing Coop at Pima and the U. of A. is not possible, since Coop at the University does not carry credit.

11. Mary announced that she is working on getting students jobs with the City of Tucson. Also she has arranged for a paid position with a law firm for a law student, available after May 1.

    Mary also said that there may be an opening with the Tucson Strings Organization if there is money left over in their budget. The position is semi-managerial, for a fine arts or music student, to manage spring tours.

12. Jo Ann expressed some frustration she was experiencing in not finding jobs and students simultaneously. She sent student(s) to a job at the Framer's Gallery, but never heard from either the student or the Gallery. The same is true for a law clerk job. The question of responsibility for feedback and follow-up was discussed. Jo Ann said she would check with the Framer's Gallery.

13. Marry raised the question about possible connections for us, with the Pima Placement Office.

PEJ/sk

Distribution:

Coop Liberal Arts Staff:	Jo Ann Little	Ernie Oppenheimer
	Mary Memedova	Dave Stephen
	Beverley Moore	Larry Thompson
cc:	Arnie Davidson	S. James Manilla
	Dave Ebert	Jim Martin
	Jack Fuller	Betty Wallis
	Chuck Macon	Evaluation File

PIMA
COMMUNITY
COLLEGE

Cooperative
Education
in the
Liberal Arts

Pima Community College
Philip E. Johnson, Ph.D.
Coop Education in the Liberal Arts
Downtown Campus
50 West Speedway
Tucson, AZ 85703

For further information
contact:

Philip E. Johnson, Ph.D.
Coordinator
Coop Education in the
Liberal Arts
884-6541

WHAT IS COOP?

Cooperative Education is a program which connects the student's academic undertaking with the real world of work. Students are helped to find part-time jobs in their field and to incorporate their job experience into the learning they are doing in the classroom.

A number of seminars are offered to help the student begin or continue a more fulfilling work-life, to be able to make early and effective career decisions, and, perhaps, to re-enter the world of work after years as a homemaker. These activities allow the student to respond positively to the interviewer's question: "Do you have any work experience?"

COOP IN THE LIBERAL ARTS

For the first time, as the result of a recent grant, Pima College is permitted to offer cooperative training to all students--including those in the liberal arts, who were formerly excluded from eligibility.

HOW THE PROGRAM WORKS

Any Pima College student is eligible. Simply register for the three credit course, Cooperative Education CED 198 or CED 199. Look for the special sections that are established for the Liberal Arts program. Registration is kept open almost all semester.

If you have a job in your academic field, it can be the experiential base for your coop program. If you don't the coop staff can help you find an appropriate job or volunteer experience.

The two basic facts of the program are your job and the related class seminar.

THE JOB--You should have or be interested in having - a job of at least 15 hours per week in a field related to your career goal and academic program - a substantial experience that you have determined is relevant for you.

THE CLASS--You will be expected to attend a two hour weekly seminar which meets one half the semester. The seminar is a series of workshops, based on your needs and dealing with issues like finding a job and keeping it, human relations on the job, job and career planning - in short, how to make your lifetime of work experience more rewarding.

WHO SHOULD ENROLL IN COOP IN THE LIBERAL ARTS?

* If you are interested in:
  - Learning how to interview successfully for jobs;
  - Preparing an effective personal resume;
  - Planning your academic and professional career;
  - Learning how to relate more effectively on the job;
  - Finding more personal fulfillment in the world of work.
* If you want to:
  - Earn while you learn;
  - Put classroom theories into practice;
  - Explore your career goals now before committing yourself;
  - Increase your self-confidence.
* If you answered "yes" to any of the above questions then call -

Minutes

APPENDIX D

COOP LIBERAL ARTS STAFF MEETING
Tuesday, March 24, 1981, 4:00 P.M.
East Education Center Room #103
Recorded by Ed Johnson

Those Present:	Not Present:
Ed Johnson	Jo Ann Little
Mary Memedova	Suzanne Konic
Beverley Moore	Dave Stephen
Ernie Oppenheimer	Larry Thompson

---

1. Ed explained that the business cards printing order had been sent in, and as soon as the cards arrive they will be forwarded.

2. We looked over the draft brochure and agreed to go ahead with printing.

3. Ed mentioned again the seminars that were being taught on the three campuses and that any students are welcome. They are as follows:

Monday	-	5:00 - 6:30 p.m. -	West Campus
Wednesday	-	2:00 - 3:30 p.m. -	East Education Cntr.
Thursday	-	1:10 - 3:00 p.m. -	Downtown Campus

4. The Faculty Job Developer description was accepted as Ed had written it. A copy is attached.

5. Ed distributed several copies of the Alma College Liberal Arts/Coop report, as Mary had suggested.

6. Ed emphasized the importance of record keeping and asked that everyone, now that the report forms are available, go back through their records and try to submit forms listing every contact that they have made - personal, by phone or otherwise - for our evaluation procedures.

7. Ed announced that he would be sending another memo to the Liberal Arts faculty, for the general intent of improved public relations, this time with an emphasis on what goes on in the related classes (copy attached).

8. We discussed the idea that Mary originally presented, for a workshop/presentation of some sort for the Liberal Arts faculty. We settled on a tentative date of Friday, April 24, with a luncheon, to be paid for by the program if possible, and followed by a brief presentation and perhaps some small groups. Mary will check out the possibility of a speaker

8. to be available on a consulting basis from Alma College, and Ed will look into arrangements for a facility. Possible places include the Arizona Inn, the Redwood, Spaghetti Factory, Cushing Street Bar and the Temple of Music and Art.

9. A few suggestions were made:
   - That the GED classes be informed of the availability of the Coop program at Pima College so that when those people become Pima students they will know about it;
   - That students in Hank Oyama's retirement program be informed.

10. We discussed the job openings for students, techniques for job development and some of the difficulties being encountered.

11. Our next meeting will be 4:00 p.m., Tuesday, April 7, in "The Deep End" on the West Campus.

Enclosures: Role Description
4/1/81 Memo to Lib.Arts Faculty

PEJ/sk

Distribution:

Coop Liberal Arts Staff:	Jo Ann Little	Ernie Oppenheimer
	Mary Memedova	Dave Stephen
	Beverley Moore	Larry Thompson
cc:	Arnie Davidson	S. James Manilla
	Dave Ebert	Jim Martin
	Jack Fuller	Betty Wallis
	Chuck Macon	Evaluation File

Role Description

Cooperative Education/Liberal Arts
Part-time Faculty Job Developer

The following activities are expected of the part-time job developers in the Cooperative Education/Liberal Arts program. The individuals selected are to be full-time Pima College faculty members in a Liberal Arts or Arts Science field, and are accountable for this program to the Director of the Coop/ Liberal Arts Program.

1. Job Development

   A. The job developers will make regular contact with employers or potential employers in the Tucson/Pima County community as well as nationally, to discover existing full-time or part-time openings suitable for liberal arts students, and also to encourage employers to create such jobs. Information about specific openings should be recorded on the appropriate form (copy attached) and forwarded to the Coop/Liberal Arts office.

   B. The job developers will establish general contact with business agencies, locally and nationally, so that prospective employers who do not have any openings currently, will call on us for student employees when an opening occurs in the future.

2. Student Recruitment

   The job developers will communicate information about the Coop/Liberal Arts program to students in their own classes by visiting colleague's classes, and by other means, and suggest that interested students register in the appropriate section. Information about students who are looking for jobs is to be recorded on the appropriate form (copy attached) and forwarded to the Coop/Liberal Arts office.

3. Faculty Relations

   The job developers will inform their colleagues of the nature of the program and enlist their support in finding jobs and recruiting students.

4. Reporting

The job developer will submit a report, using the attached form, every two weeks to the Coop/Liberal Arts office.

PEJ/sk

March 12, 1981

Inter-OfficeMemorandum
PimaCommunityCollege

TO: Liberal Arts Faculty DATE: April 1, 1981

FROM: Ed Johnson, Coop Education, DTC

SUBJECT: Update on Coop/Liberal Arts Program

This is another brief memo to let you know what we are doing in the Coop/Liberal Arts program.

We currently have about thirty students registered. Most of them are working in jobs that seem appropriate for their career goals and I am very pleased with the results. The six faculty members who are finding positions are doing an excellent job, and the program is really off the ground. Perhaps the most exciting part for me, however, is the classroom aspect. I meet with students at the following times:

Mondays	- 5:00 - 6:30 p.m.	-	West Campus CBS-205
Wednesdays	- 2:00 - 3:30 p.m.	-	East Campus Rm-103
Thursdays	- 1:10 - 3:00 p.m.	-	Downtown Campus C1-107

There are three general activities which I undertake in working with the students.

1) We deal with the mundane but crucial aspects of finding a job. I help the students write a resume, and we do some work on the nature of a job interview and role-play job interviews.

2) I undertake a series of planning exercises in which students are helped to assess their current situation in terms of attitudes, values, skills or limitations. Then they do some goal setting in career and personal areas, and plan the activities appropriate to getting from where they are to where they want to get.

3) We emphasize the concept of Human Relations On-The-Job. I work with simulations and other exercises that help people assess their ability to connect with others; supervisors, subordinates, co-workers, customers.

Continued -

Overall, we are trying to help people find more fulfillment on the job and get into a cycle of experiencing and learning from their own experiences. The atmosphere is not didactic but rather experiential and facilitative, helping people to become, in a sense, their own theoreticians, helping them learn to learn.

It seems to work well and I am very pleased with the results.

If you have students who are interested in joining us, I am still accepting registrations and will be working with students both now and in the summer, as well as the fall. Simply have them call me or Suzanne, our program secretary, at extension 6541 for further information.

PEJ/sk

Minutes APPENDIX E

COOP LIBERAL ARTS STAFF MEETING
Tuesday, April 21, 1981, 4:00 P.M.
West Campus "Deep End"
Recorded by Suzanne Konic

Those Present:	Ed Johnson Suzanne Konic Mary Memedova Ernie Oppenheimer Dave Stephen	Not Present:	Beverley Moore Larry Thompson

---

1. The Coop/Liberal Arts brochures were just "hot off the press" and a supply was distributed to those present. A supply has been sent to those not present.

2. The luncheon seminar in Coop Education in the Liberal Arts was discussed. The date will be Friday, May 8th from 12:00 to 2:00 p.m. Ed is looking into what will be the best facilities to use - a restaurant conference room or one at the West Campus.

   The format and content were briefly discussed, i.e., developing the Coop Education program in Liberal Arts for next year & how to get jobs for the students.

   Ed will speak briefly on Coop Education in the Liberal Arts. President Manilla will be invited to give a presentation and several small groups will be asked to discuss directions for Coop/Liberal Arts and then report to the total group.

   Those to be invited as participants will include:

   Campus Deans
   Associate Deans
   Jim Manilla
   Jack Fuller
   Chuck Macon
   Diego Navarette, V.P., Student Services
   Counselors

3. Ed raised the question of revising the existing coop record-keeping forms for use in the Liberal Arts program. More on this later.

4. Ed noted that an extension of the current Coop/Liberal Arts grant has been applied for to extend it through the interim period of September 1981, until the new grant is forthcoming. Resubmission of the proposal for the new grant will be done by May 27. Ed will emphasize career development and the classroom activities rather than only "job hustling."

5. Ed noted that he is doing a Teacher's Manual, which will deal with the issues of process education, experiential learning and facilitative teaching.

   Ed also noted that he is writing some articles about Coop Education in the Liberal Arts.

6. Current class lists for the two Coop/Liberal Arts sections were distributed.

7. Ed is still searching for someone to evaluate the Coop/Liberal Arts program. He is currently considering an ex-director of Coop at Antioch College - J. Dudley Dawson, who could come to Tucson in late May.

8. Jo Ann raised the question of how Coop students are graded - by letter or pass/fail/incomplete. Ed responded that he can give only a pass or incomplete.

   Also in response to Jo Ann's question, Ed explained that jobs worked this summer can be used for Coop credit in the fall semester.

9. Mary raised the question of summer internships, i.e., whether or not students who are interested in the internship program could also sign up for Coop. Ed responded yes - either in Summer Coop with Betty Wallis, or in the fall, with Ed.

10. The advertisement about the Coop/Liberal Arts program written by Virginia Foote of the City of Tucson was reviewed and it was agreed that it needed more "umph" to attract student interest.

11. Dave announced that he has an employer/contractor looking for students who have skill and knowledge of carpentry and history.

12. The next meeting will be replaced by the luncheon seminar on May 5.

Distribution:
Coop Ed Lib.
Arts Staff:

J. Little
M. Memedova
B. Moore
E. Oppenheimer
D. Stephen
L. Thompson

cc:

A. Davidson
D. Ebert
J. Fuller
C. Macon
S. J. Manilla
J. Martin
B. Wallis
Evaluation File

APPENDIX 5.1

Sample Job Developer Reports & Listings of Typical Job Openings

JOB OPENING FORM

Coop Education in Liberal Arts

Position: INCOME TAX PREPARER

Name of Business: MADRILL TAX & ACCTG.

Contact Person: Ernestine or Carlos

Phone No.: 889-8086 or 889-6414

Location or Address: 4723 S.12th Ave. (apprx. (8 blks. so.of Ajo)

Date Information Taken: 1/14/81

Information Taken By: S.Konic

Referred by:

Salary Range or Min.wage or more ~~Volunteer Basis~~ depending on exp Commission basis

Hours: full or part-time

Permanent ~~or Temp~~:

Qualifications Desired:

1/15 per Carlos: Wants someone academically oriented, but degree not necessary;
(Commercially oriented operation, thus)
Someone alert, fast, aggressive (rather than slower & more thorough)

Tax prep. experience helpful but not necessary

Bilingual helpful but not necessary (he is)

Action Taken:

1/14 -gave info. to H.Klinkner & Frank Schering

Additional Information:

JOB OPENING FORM

Coop Education in Liberal Arts

Position DUPLICATOR,COLLATER (Some PASTE-UP)

Name of Business HEALTH INFO.DEVELOPMENT ASSOCIATES

Contact Person linda bergsma

Phone No. 624-4403 - call 10am- 6pm

Location or Address 1802 W.Grant Rd.,Grant Rd.Industrial Plaza,
1-mile west of I-10
(no bus after 6:40 PM)

Date Information Taken 2/6/81

Information Taken By S.Konic

Referred by

Salary Range or ~~Volunteer Basis~~ Min.Wage to start 3.35/hr.
(20-25 hrs/wk)

Hours 1)4-8/9pm/4-5 nts/wk.
2)8am-12N 2-days &

Permanent ~~or Temp~~. 4-8pm 2-nts.

Qualifications Desired:

- Duplication on large xerox
- Collating
- Binding
- Some paste-up of typeset materials
- Some heavy lifting

Action Taken: 2/6 Info.given to Connie Dent, Adv.Art Major -not int.,not enough art-type work
2/6 Info.calledto Claire Pospisil- She's interested, will call for appt.
2/11-C.Pospisil decided against interviewing, since she would need to drop a class to handle am hours (when she spoke w/Linda whe was told they wanted someone in am
2/6 Message left f.Ken Gardiner to c.b.re job. 2/9 K.Gardiner called& gave him info.,said this job might be more in printing area (Lino Aragon)--Ken will give Lino the info, one of them will send applcant out...

Additional Information:
Per L.Bergsma,K.Gardiner sent out Joyce Herr, they're strongly considering her but want to see others too.
2/11 - L.Bergsma - still preferring someone for pm's...
2/13 Joan Findlay (PEJ class) referred by K.Gardiner, she's not sure about working nights, will call L.Bergsma -

JOB OPENING FORM

Coop Education in Liberal Arts

Position LEGAL SECRETARY

Name of Business DENNIS M.BREEN III, Attny.

Contact Person Sandy 8:30-5:00 pm

Phone No. 624-2351

Location or Address 405 W.Franklin (n.w.of down-town area, near St.Mary's)

Date Information Taken 4/20/81

Information Taken By S.Konic

Referred by ?

Salary Range or Volunteer Basis $4/hr.

Hours Pt-time (15 hrs, 3-days)

Permanent ~~or Temp~~. Perm.

Qualifications Desired:

Shorthand, typing, some bookkeeping, good organizational & phone skills

Action Taken: cc: Info. to Hans Klinkner

Additional Information:

JOB OPENING FORM

Coop Education in Liberal Arts

Position SHOP ASSISTANT

Name of Business WINDOWS BY ROSE

Contact Person ROSE VELASQUEZ (wife of Frank, (PEJ U.Phx.student)

Phone No. 622-4119

Location or Address 1611 N.Stone (bet.Lee & Elm)

Date Information Taken 5/5/81

Information Taken By S.Konic

Referred by

~~Salary Range or~~ Volunteer Basis

Hours pref. am's-flexible # hrs. on per job basis

Permanent or Temp.

Qualifications Desired:

Interior Design Student

Updating price lists - window covering shop (shades, drapes. etc.)

Action Taken:

Additional Information:

JOB OPENING FORM

Coop Education in Liberal Arts

Position Receptionist/Clerk-Typist

Name of Business Dr.William Brownlee

Contact Person Bernice

Phone No. 327-1384

Location or Address 1011 N.Craycroft,Suite 303 @ 2nd St. (near Speedway)

Date Information Taken 7/6/81

Information Taken By S. Konic

Referred by transferred by phone from W/C Job Placemt

Salary Range or Volunteer Basis 3.35 no-exp.

Hours 12:00-5:30 or 6:00 (5½or 6 hrs/day x 5)= appx.30 hr

Permanent ~~or Temp~~. Perm.

Opening immediate-to w/in the week.

Qualifications Desired:

(Medical office)

Pleasant telephone manner

Accurate typing more important than speed (50 wpm apprx.)

Needs to be able to work unsupervised, after initial training period.

Action Taken: cc 7/6 to Hans Klinkner

Additional Information:

November 2, 1981

Mr. John Slayton
Personnel Department
IBM CORPORATION
General Products Division
Tucson, AZ 85744

Dear John:

It was a pleasure for Mark and me to talk with you at our recent meeting. I'm pleased that you'll be adding some structure to the Coop program with IBM and was particularly pleased to know of your concerns for our students and willingness to continue and expand the program.

A suggested schedule for the spring semester might be as follows:

12/28/81 - Pima College begin accepting applications from students

2/5/82 - Pima College stop accepting applications (except for special cases)

This will give us adequate time and yet provide some structure and definition that will be very helpful to us. Using these dates as starters, you might add your dates, such as when you would start working with managers, when you would want all your requisitions in from managers, when you want to have the interviews completed, and when you want to have students notified of their acceptance or otherwise.

I'd be glad to meet with any of your managers, individually or in groups, to explain our view of Coop and to get some ideas from them about directions, and how we can be most helpful. I am also grateful for your willingness to help try to work out arrangements with Pima College and with the Department of Corrections, at the Arizona Correctional Training Facility. I'm in touch with some people there and will try to set up a meeting, so that we can get together at the prison and begin some discussions.

continued -

Thanks also for your willingness to come out to Pima College. Perhaps within the next few weeks we can work something out so that you and Isadora and whoever else you would like, can visit several of our campuses. I'd be glad to act as tour-guide. I'll call you within a week or so to arrange a time.

We'll also utilize your suggestion that a student be registered at the same time an application for IBM is filled out, so that we avoid any future confusion.

Thanks again for your support.

Sincerely yours,

Philip E. Johnson, Ph.D.
Coordinator
Cooperative Education

PEJ/sk

cc: Mr. Mark Henry
Dean Charles Macon
Ms. Isadora Wright

Sample Job Openings with CIVICS Program

JOB OPENING FORM

Coop Education in Liberal Arts

Position: Information Specialists (2)

Name of Business: City of Tucson

Contact Person: Richard Hornbeck
Virginia Foote

Phone No.: 791 4204

Location or Address:

Date Information Taken: 3/3/81

Information Taken By: M/Memedova

UNPAID-INTERNSHIP

Salary Range or Volunteer Basis:

Hours:

Permanent or Temp.:

Qualifications Desired:

SEE ATTACHED

Action Taken:

Additional Information:

JOB OPENING FORM

Coop Education in Liberal Arts

Position DRAFTSMAN

Name of Business City of Tucson

Contact Person Richard Hornbeck
Virginia Foote

Phone No. 791 4204

Location or Address

Date Information Taken 3/3/81

Information Taken By M. Memedova

Salary Range or Volunteer Basis UNPAID INTERNSHIP

Hours

Permanent or Temp.

Qualifications Desired:

SEE ATTACHED

Action Taken:

Additional Information:

CIVICS PROGRAM

VOLUNTEER/INTERN JOB OUTLINE

TITLE:	Draftsman
DEPARTMENT/OFFICE:	DHCD/Building Safety
SUPERVISOR:	Larry Mulhern
RESPONSIBILITY:	To research and transfer existing addresses from various documents to mylars using drafting techniques of every subdivision map and plat recorded in the Pima County Recorder's Office.
QUALIFICATIONS:	Knowledge of drafting techniques and materials. Knowledge of legal descriptions, plotting of legal descriptions, and the street layout of the City of Tucson.
COMMITMENT	130 hours - 16 hours per week. (Can be 10 for intern).
PERFORMANCE:	By Larry Mulhern using CIVICS MANUAL, Page 61.

JOB OPENING FORM

Coop Education in Liberal Arts

Position English to Spanish Translator

Name of Business City of Tucson

Contact Person Richard Hornbeck
Virginia Foote

Phone No. 791 4204

Location or Address

Date Information Taken 3/3/81

Information Taken By M. Memedova

Salary Range or Volunteer Basis UNPAID (Internship)

Hours

Permanent or Temp.

Qualifications Desired:

SEE ATTACHED

Action Taken:

Additional Information:

CIVICS PROGRAM

VOLUNTEER/INTERN JOB OUTLINE

TITLE:	English to Spanish Translator
DEPARTMENT/OFFICE:	Department of Human and Community Development/ Administrative Services
SUPERVISOR:	Emilly Nottingham
COMMITMENT:	Several days each month, when an issue of departmental newsletter is ready to be translated. Material ready at irregular intervals. Material may be taken home and done outside 8:00 to 5:00 pm.
QUALIFICATIONS:	Ability to translate from English into Spanish. Spanish should be grammatically correct, but understandable to the Spanish speaking population. Ability to write clearly and concisely. Ability to work quickly, under deadline.
RESPONSIBILITIES:	Translate from English into Spanish, primarily a 12-page newsletter that comes out every couple of months. Also smaller items, e.g., announcements or letters when necessary. If possible, type the Spanish version. Typewriter will be provided. Proof typeset copy.
PERFORMANCE EVALUATION:	By Emilly Nottingham using CIVICS MANUAL, Page 61.

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
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LOS ANGELES, CALIFORNIA 90024
EE 16

JUN 18 1982